



# WESLEYAN

Catalogue  
Undergraduate and Graduate Programs  
2020-2021

Wesleyan College  
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Macon, Georgia 31210-4462  
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[www.wesleyancollege.edu](http://www.wesleyancollege.edu)

## **Institutional Statement**

Wesleyan College complies with the Family Educational Rights and Privacy Act of 1974, as Amended. The Registrar should be consulted for details and procedures.

Every effort is made to insure the accuracy of information presented in this catalogue. The contents should be considered advisory only and not regarded as an irrevocable contract. The College reserves the right to alter or change requirements, fees, course offerings, or other specified policies at any time.

Faculty advisors are available to assist the student in the arrangement of her program, but responsibility for acquainting herself with regulations and fulfilling all requirements for degrees rests with the individual student.

## **Statement on Non-Discrimination**

Wesleyan College is committed to maintaining a diverse, academically talented, and well-rounded community of learners in an atmosphere of mutual respect and appreciation of differences.

Wesleyan College admits qualified students regardless of race, color, national and ethnic origin, sexual orientation, age, religion, creed, disability, marital status, pregnancy, status with regard to public assistance, veteran status and sex\* to all rights, privileges, programs and activities generally accorded to or made available to students at the college.

Wesleyan College does not discriminate on the basis of race, color, national and ethnic origin, sexual orientation, age, religion, creed, disability, marital status, pregnancy, status with regard to public assistance, veteran status, sex, genetic information, gender identity, gender expression, or any other category protected by applicable federal and state laws in its educational policies, programs, activities and employment.

Additional information regarding compliance with this statement can be found in Wesleyan's Policy for Resolving Complaints of Discrimination and Harassment and Wesleyan's Title IX Policy against Sexual Assault and Harassment. Individuals who have questions, concerns and reports regarding discrimination should contact:

Tonya Parker, Assistant Dean of Students for Equity & Inclusion  
Olive Swann Porter  
(478) 757-4028 [tparker@wesleyancollege.edu](mailto:tparker@wesleyancollege.edu)

\*Wesleyan College does not admit men to its baccalaureate programs, in compliance with Title IX.

Wesleyan College Gender-specific Language Policy. As the first women's college in the world, Wesleyan College will maintain its use of women-centered language to reflect both our heritage and our mission.

## **Accreditations and Memberships**

Wesleyan College is accredited by the Southern Association of College and Schools Commission on Colleges to award the baccalaureate degree and the master's degree. Questions about the accreditation of Wesleyan College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

Wesleyan is also accredited by the National Association of Schools of Music (NASM) and the Georgia Professional Standards Commission.

The Wesleyan College Bachelor of Science in Nursing program has Full Approval from the Georgia Board of Nursing. The baccalaureate degree in nursing program at Wesleyan College is accredited by Commission on Collegiate Nursing Education ([www.ccneaccreditation.org](http://www.ccneaccreditation.org)).

If you would like to review any accreditation documents, please contact that Provost Office. Wesleyan College holds active membership in the following organizations:

- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- The Council of Independent Colleges
- Georgia Association of Collegiate Registrars and Admissions Officers
- Georgia Association of Independent Colleges of Teacher Education
- Georgia Association of Teacher Education
- Georgia Collegiate Honors Council
- Georgia Independent Colleges Association
- National Association of Independent Colleges and Universities
- National Association of Schools and Colleges of the United Methodist Church
- National Collegiate Athletic Association
- Southern Regional Honors Council
- Tuition Exchange Program of the Council of Independent Colleges
- University Senate of the United Methodist Church
- USA South Athletic Conference
- Women's College Coalition

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## Wesleyan College Mission Statement and History

**Mission.** Wesleyan College is committed to women's education and helping every student find a unique voice and purpose. As the first college in the world chartered to grant degrees to women and shaped by Methodist values, Wesleyan provides students an academically challenging and relevant liberal arts education. Our diverse, inclusive community encourages creativity, innovation, and leadership so all graduates are prepared to thrive in a complex world.

**Guiding Principles.** Wesleyan's community is:

- **Academically challenging:** We believe students succeed when they are challenged academically. Wesleyan's dedicated faculty and staff offer individualized support to motivate students to achieve their potential.
- **Purposeful:** We believe students thrive when they have a purpose and a clear vision of their goals. Wesleyan helps students define these goals and strategically plan for the future.
- **Inclusive:** We believe all student voices are important. Wesleyan is diverse and inclusive, gaining strength from and celebrating the many ways we can learn from each other.
- **Connected:** We believe we gain strength from our connections to each other. Wesleyan encourages students to find their own places within a community and to contribute in meaningful ways.

**A Wesleyan Education.** At Wesleyan, we believe that a liberal arts education is the best education for life. A Wesleyan education offers students exposure to the full range of human knowledge, assists them in developing skills in critical thinking and analysis, encourages them to question and explore the issues that affect their lives and futures, and challenges them to discover who they are in light of the rapidly changing world around them. In a world where career changes have become the norm rather than the exception, a liberal arts education provides a broad basis that will apply to any career decision. As a result, students are prepared both for life-long learning and for the career shifts that inevitably attend their progress toward success.

A Wesleyan education is structured to ensure that students have personal interaction with the faculty both inside and outside the classroom. Wesleyan's faculty, an impressive percent of whom have earned the highest degree in their field, remain current in their fields by publishing books and articles and presenting papers at professional meetings. An undergraduate student-to-faculty ratio of 10:1 ensures that students are known by more than a grade or a number. Faculty and students know each other as individuals and make up a genuine learning community. Faculty members also serve as academic advisors and work carefully with individual students to plan their academic programs.

Wesleyan is taking the lead nationally in integrating the curricular and extracurricular life of the campus. Programming in the residence halls often extends the classroom, expanding on issues raised in courses. Model community service programs such as Aunt Maggie's Kitchen Table extend the classroom into the community. Wesleyan is committed, in the curriculum and in student life, to fulfilling its special mission as a women's college.

Another innovation that Wesleyan has pioneered to assist students in combining a liberal arts education with preparation for a career is the internship program. The internship program, a partnership of the College and the local business community, enables students to begin to explore the world of work as early as second semester of their first year. Students can pursue internships in different fields, and many go directly into jobs with their sponsoring organizations after graduation.

**History of the College.** Founded in 1836 as the Georgia Female College, Wesleyan was at first a joint effort of a group of Macon citizens and members of the Georgia Conference of the Methodist Episcopal Church. In 1843, the Georgia Conference assumed responsibility for the College. The College was renamed Wesleyan Female College in 1844 and Wesleyan continues its affiliation with the United Methodist Church today.

When Wesleyan was founded, the idea of educating women was very new. It had taken almost two hundred years from the time that Harvard granted the first baccalaureate degrees to men in this country for any institution to offer the same privilege to women. Wesleyan's original program was a rigorous four-year classical curriculum, very similar to the curriculum being offered by the men's colleges of those times. In addition, however, it stressed, from the beginning, the exercise of judgment, discrimination, and analytical thinking. And most innovatively of all, it emphasized the importance of scientific as well as classical learning.

Over the years, Wesleyan has continued to lead the way in women's education. In 1840, we awarded the first baccalaureate degrees given to women anywhere in the world. We are also home of the world's first alumnae association. Wesleyan is the birthplace of two national sororities, *Alpha Delta Pi* in 1851, and *Phi Mu* in 1852. In the late nineteenth century, we added a strong emphasis in the fine arts to our classical and scientific curriculum. We are continuing to strengthen our preparation for careers in biological and physical sciences.

**Looking to the Future.** For decades, Wesleyan has been a pioneer in developing innovative academic programs such as the academic First-Year Seminar and the Senior Integrative Experience. These are but two facets of a student-centered, process-oriented general education curriculum with integrative components of the curriculum connected to each academic major. Wesleyan is taking the lead in interdisciplinary education, designing courses and faculty positions that bridge the various fields of knowledge. Wesleyan faculty and staff continue to develop infrastructure and pedagogy to enhance teaching and learning through technology. From their creative use of well-equipped classrooms and state-of-the-art laboratories to the Canvas Learning Management System for online teaching and learning, faculty design learning experiences that are engaging, meaningful, and relevant for lifelong learning.

## Undergraduate College Calendar

2020-2021\*

### Fall 2020, Regular Semester ~ August 17 - December 4

**July 6** Registration Deadline for returning students (\$25 fee assessed thereafter)

**August 17** Classes begin; drop/take begins

**August 21** Drop/take ends

**September 7** Labor Day (offices are closed; classes not in session)

**October 2** Mid-semester grades due

**October 30** Last day to withdraw from a class; CR/NC grade option ends

**November 20** Last day of classes

**November 23-27** Thanksgiving holidays (offices are closed 25-27; classes not in session)

**November 30- December 4** Final examinations

**December 11** Grades due

### Fall 2020, Split Term A ~ August 17 - October 9

**July 6** Registration Deadline for returning students (\$25 fee assessed thereafter)

**August 17** Classes begin; drop/take period begins

**August 19** Drop/take period ends

**September 7** Labor Day (offices are closed; classes not in session)

**September 11** Mid-semester grades due

**September 21** Last day to withdraw from a class; CR/NC grade option ends

**October 9** Last class day

**October 14** Grades due

### Fall 2020, Split Term B ~ October 14 - December 15

**September 2** Registration Deadline for returning students (\$25 fee assessed thereafter)

**October 14** Classes begin; drop/take period begins

**October 16** Drop/take period ends

**November 11** Mid-semester grades due

**November 23-27** Thanksgiving holidays (offices are closed 25-27; classes not in session)

**November 30** Last day to withdraw from a class; CR/NC grade option ends

**December 15** Last class day

**December 18** Grades due

**December 24 - January 1** - Christmas break (Offices are closed)



## Spring 2021, Regular Semester ~ January 19 - May 11

**December 7** Registration Deadline for returning students (\$25 fee assessed thereafter)

**January 19** Classes begin; drop/take begins

**January 22** Drop/take ends

**March 8-12** Spring Break (classes not in session, offices are closed 12)

**March 19** Mid-semester grades due

**April 1** Last day to withdraw from a class; CR/NC grade option ends

**April 2** Good Friday (offices are closed; classes not in session)

**May 5** Last class day

**May 6** Reading day

**May 7-11** Final examinations; grades due for graduating seniors 24 hours after exam

**May 15** Commencement

**May 14** Grades due

## Spring 2021, Split Term A ~ January 11 - March 5

**November 30** Registration Deadline for returning students (\$25 fee assessed thereafter)

**January 11** Classes begin; drop/take begins

**January 13** Drop/take ends

**February 5** Mid-semester grades due

**February 12** Last day to withdraw from a class; CR/NC grade option ends

**March 5** Last class day

**March 15** Grades due

## Spring 2021, Split Term B ~ March 15 - May 7

**February 1** Registration Deadline for returning students (\$25 fee assessed thereafter)

**March 15** Classes begin; drop/take begins

**March 17** Drop/take ends

**April 9** Mid-semester grades due

**April 16** Last day to withdraw from a class; CR/NC grade option ends

**May 7** Last class day

**May 14** Grades due

*\*Some academic programs of the College observe a different calendar. Direct questions about the calendar to the Registrar's Office. Calendars are subject to change. See graduate program pages in catalogue for graduate calendars.*

## Undergraduate Admission

### Enrollment Services

**Phone: 1-800-447-6610**

**E-mail: [admissions@wesleyancollege.edu](mailto:admissions@wesleyancollege.edu)**

Students interested in applying to Wesleyan College should contact the Office of Enrollment Services at **1-800-447-6610**. Students may apply any time after the conclusion of their junior year of high school. Wesleyan accepts students on a rolling basis; applicants will be considered for admission and scholarships up until the Friday before classes begin. Applications received after the **November 15** deadline are welcomed and will still receive consideration for scholarship.

Wesleyan believes a campus visit is most beneficial to prospective students. Visitors are invited to tour campus, meet with current students, admissions and financial aid staff, attend classes upon request, and experience campus activities. A number of special campus preview events are offered each year as well individual visits Monday-Friday from 9 a.m. to 3 p.m. or by special appointment. Arrangements for all visits should be made by calling 800-447-6610 or through our [online reservation form](#).

The Office of Enrollment Services is open Monday through Friday from 8:30 a.m. to 5 p.m. Staff members are available for consultation at these times and at other times by appointment.

Wesleyan is a member of the National Association for College Admission Counseling (NACAC). As such, it supports the Statement of Principles of Good Practice.

**First-Year Entrance Requirements.** Admission to Wesleyan is competitive. The strongest candidates for admission will present evidence of academic achievement, potential for future success, and personal character and talents.

### First-Year Application Checklist

1. **Application for admission:** Complete all parts of the application form and mail to: Wesleyan College; Office of Enrollment Services; 4760 Forsyth Road; Macon, GA 31210-4462. We prefer that you apply at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
2. **Application fee:** There is no fee to submit an application.
3. **Secondary school transcript:** Have your high school send an official transcript to Wesleyan's Office of Enrollment Services. Prior to enrollment at Wesleyan, students must have an official final transcript sent to Wesleyan from their high school. Home Schooled students are not required to take a GED or any other additional testing in order to apply for admission.
4. **College transcript:** High school students often receive college credit through AP or IB exam scores or through dual enrollment programs. Students must submit official scores from AP or IB exams. The College accepts scores of 3, 4, and 5 for Advanced Placement and scores of 4, 5, 6, or 7 for higher level and standard level International Baccalaureate examinations for selected examination(s) within selected disciplines. Students must submit an official score report and an official final transcript to Wesleyan from any college they have attended.
5. **Standardized test scores (Optional):** Wesleyan does not require a standardized test score for admission. If a student chooses to do so, they may send their Scholastic Aptitude Test (SAT) results or American College Testing program (ACT) results to Wesleyan's Office of Enrollment Services by the testing agency or should appear on the transcript sent by the high school. Wesleyan's identification code for the SAT is 5895; for the ACT it is 0876.
6. **Deposit:** If admitted, the student must remit the required \$300 enrollment fee. The enrollment fee is refundable until May 1st.

Wesleyan College awards credit for higher level and standard level International Baccalaureate (IB) courses, AP exams, Cambridge A-level exams, and CLEP for which it has a comparable program. Upon receipt of an IB transcript or official test scores and college admission, students will be awarded up to 30 semester hours of academic credit, with course equivalencies to be determined by program directors in the appropriate disciplines and the registrar. Thirty hours is the maximum amount of credit a student may receive for all credit by examinations.

**Joint/Dual Enrollment.** Students who have completed their sophomore or junior year in high school and are academically talented and highly motivated may be considered for admission to Wesleyan through joint/dual enrollment. Students may enroll in one or more courses per semester. Full-time enrollment is considered to be a minimum of 12 semester hours. Coursework taken for the purposes of dual enrollment must first be approved by the home high school guidance counselor in coordination with Wesleyan's Registrar. Students admitted through joint/dual enrollment will be considered non-degree seeking. After high school graduation, a student who wishes to remain enrolled should apply for admission as a degree-seeking student. For information regarding the state of Georgia's Dual Enrollment program, please visit [www.gafutures.org](http://www.gafutures.org) and search for Dual Enrollment or seek information from your High School Guidance Counselor.

**Transient Admission.** A transient student is a student who is currently enrolled at another institution of higher education and wishes to come to Wesleyan and take a course(s) as a non-degree seeking student. The student must provide a letter from the Registrar at the home institution stating the student is in good academic standing and has permission from the home institution to attend. It will be the responsibility of the student, in conjunction with an advisor at the home institution, to select courses appropriate for transfer. The student must meet Wesleyan prerequisites or their equivalent(s) for any course(s) in which she or he seeks to enroll at Wesleyan College. The instructor of record for a Wesleyan course may waive the prerequisite if he or she deems that the student has adequate preparation to enroll in the class. The transient student must abide by Wesleyan's rules of conduct and all College policies.

**Transfer Admission.** Wesleyan College welcomes transfer students from two-year, as well as from four-year institutions of higher education accredited by an institutional accreditor. Transfer students are encouraged to apply as early as possible because of the time required for receipt of transcripts and the evaluation of transfer credit.

To seek admission by transfer, a student must submit the following items:

1. **Application for admission:** Complete all parts of the transfer and nontraditional application form and mail to: Wesleyan College; Office of Enrollment Services; 4760 Forsyth Road; Macon, GA 31210-4462. We prefer that you apply at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
2. **Application fee:** There is no fee to submit an application.
3. **College Transcripts and other credit options:** Students often receive college credit through AP or IB exam scores or through dual enrollment programs. Students must submit official scores from AP or IB exams. The College accepts scores of 3, 4, and 5 for Advanced Placement and scores of 4, 5, 6, or 7 for higher level and standard level International Baccalaureate examinations for selected examination(s) within selected disciplines. Students must submit an official score report and an official final transcript to Wesleyan from any college they have attended.
4. **Secondary school transcript or GED:** Have your high school send an official transcript to Wesleyan's Office of Enrollment Services. Prior to enrollment at Wesleyan, students must have an official final transcript sent to Wesleyan from their high school.
5. **Standardized test scores (Optional):** Wesleyan does not require a standardized test score for admission. If a student chooses to do so, they may send their Scholastic Aptitude Test (SAT) results or American College Testing program (ACT) results to Wesleyan's Office of Enrollment Services by the testing agency or should appear on the transcript sent by the high school. Wesleyan's identification code for the SAT is 5895; for the ACT it is 0876.
6. **Deposit:** If admitted, the student must remit the required \$300 enrollment fee. The enrollment fee is refundable until May 1st.

A student's prior transcript(s) should reflect a high quality college curriculum. Transfer applicants should be eligible to return to the college last attended in order to be considered for admission to Wesleyan. Students should have obtained a cumulative grade point average of at least 2.50 for unconditional acceptance.

A student enrolling with advanced standing can receive credit for a maximum of three years of a degree program. Credit from a junior college may not exceed 60 semester hours, all of which must transfer as coursework at the 100 and 200 level or as determined by a program director at Wesleyan. The final 30 semester hours of coursework must be taken at Wesleyan.

Transfer coursework taken from an institution of higher education accredited by an institutional accreditor classified as a 'core requirement' may also be applied towards Wesleyan's General Education requirements. Coursework may be accepted as a substitution or as a direct course equivalent. Individual course substitutions may be assigned to Wesleyan's General Education categories as deemed appropriate by the Registrar and the most closely associated Program Director. Credit will be considered for courses with a final grade of "C" or higher.

Credit hours earned in courses accepted for transfer to Wesleyan from other institutionally accredited institutions are included in the transfer of student's cumulative hours earned. Grades earned in courses accepted for transfer credit are not reflected in a student's Wesleyan cumulative grade point average.

For Senior Honors (Latin), grades accepted for transfer of credit to Wesleyan will be computed in the cumulative grade point average. ([See Programs for Academic Enrichment, Senior Honors.](#))

**International Students.** Throughout its history, Wesleyan College has enjoyed a strong relationship with international students and welcomes their applications. International students must submit the following:

1. **Application for admission:** Complete all parts of the international application form and mail to: Wesleyan College; Office of Enrollment Services; 4760 Forsyth Road; Macon, GA 31210-4462. We prefer that you apply at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
2. **Application fee:** There is no fee to submit an application.
3. **Standardized test scores (Optional):** Wesleyan does not require standardized test scores for admission. If a student chooses to do so, they may send their Scholastic Aptitude Test (SAT) results or American College

Testing program (ACT) results to Wesleyan's Office of Enrollment Services by the testing agency or should appear on the transcript sent by the high school. Wesleyan's identification code for the SAT is 5895; for the ACT it is 0876. Students who can demonstrate a strong record of academic achievement at a rigorous high school or through programs such as International Baccalaureate or Cambridge A-levels can appeal to the Wesleyan College Admission Committee to waive this requirement.

4. **Competency in English:** A minimum of 213 (computer-based), 550 (paper-based), or 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL), sponsored by the Educational Testing Service. Wesleyan College will also accept International English Language Testing System (IELTS) scores, sponsored by the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations. Students must score at least 6.0 on the IELTS, with no subscore lower than 5.5. International applicants from IB Diploma Programs may satisfy the TOEFL or IELTS admission requirement by scoring 4 or higher in the Diploma Program higher-level or standard level English language examinations. International applicants who graduate from an English speaking high school or have successfully completed at least 24 hours of study at an English speaking post-secondary institution may ask to have the language proficiency test waived. Students may also demonstrate English competency through Wesleyan College's written and oral assessments. An International Student may also demonstrate English competency by taking China's National College Entrance Exam (commonly known as the GAOKAO Exam). On the G7 version of the test, the student must score a minimum of 100 on the English portion. On the G5 version of the test, the student must score a minimum of 67 on the English portion. In addition, GTEC scores of at least 1190 as proof of English proficiency at the B2 level. Note: Qualified students whose English is not strong enough to succeed immediately at Wesleyan may enroll in our summer WRI 100 (Writing for Nonnative English Speakers) ELL course to strengthen their English skills or, if they are not ready for a college-level writing course, take an ELL course(s) at another institution while living in a Wesleyan College residence hall. Students should consult with Wesleyan admissions staff about local ELL options. When these students demonstrate English competence, they will be fully admitted to Wesleyan College.
5. **Transcripts:** An official copy of the high school transcript; or college/university transcripts translated into English (if necessary), along with a course-by-course credit evaluation from a professional evaluation agency indicating credit hours and grades converted to the semester system of higher education in the United States. (Applicants may contact the Office of Enrollment Services for information regarding credential evaluation agencies.)
6. **VISA Documents:** An International Student Certificate of Finance, bank statement, and a copy of a valid passport.
7. **Deposit:** If admitted, the student must remit the required \$300 enrollment fee. The enrollment fee is refundable until May 1st.

International students are eligible for Wesleyan's merit scholarships. For example, students who graduate from IB diploma or career-related programs with a grade point average of 3.0 or higher will receive a President's Scholarship, and students who earn the IB diploma or complete the career-related program will receive the Trustee scholarship. Consult with the financial aid office for more information. Before an I-20 form can be issued, admitted students must demonstrate the financial wherewithal to cover Wesleyan's costs and complete all required medical forms. On the date that new students move into residence halls, the balance for comprehensive fees is by the due date established by the College and is to be paid by check or money order drawn on an American bank. International high school graduates may be required to provide verification of their high school transcript and supporting documents, if requested. Contact the Office of Enrollment Services for information regarding credential evaluation agencies.

### **The Undergraduate Online Program**

Wesleyan's Online Program is designed for women who are beyond the traditional college age. Students can work toward a first or second degree, or take courses for personal growth. The College gives recognition to and serves women whose maturity makes them excellent students.

**Online Program.** Wesleyan's Online Program is designed for adult women who want to pursue a bachelor's degree yet need a flexible learning environment because their schedules prevent them from coming to campus for traditional course offerings. A student who wishes to enroll in the Program should be over the age of 21, but are financially independent, or in active military service. Women who are full-time employees or caregivers may also be admitted to the Program with permission from the Admissions Committee.

To better accommodate the educational needs of adult women, Wesleyan's Online Program features: a mobile-friendly online learning platform; accelerated eight-week courses offered year-round; flexible scheduling to allow full- or part-time attendance; a dedicated advisor; online tutoring; student support and career development services; and a personalized

admissions, registration, and financial aid process. The Program offers undergraduate majors in accounting, applied psychology and business administration.

**Online Program Application Checklist.** Applicants to the Online Program must submit the following to the Admissions Office:

1. **Application for admission:** Apply at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply) and complete the 'Online Program' application.
2. **Application fee:** There is no fee to submit an application online.
3. **Secondary school transcript or GED:** If you have completed 24 credit hours of post-secondary college work, submission of a high school transcript or GED is waived. If you have not completed 24 credits of college work, contact your high school and request an official transcript to Wesleyan's Office of Enrollment Services. Prior to enrollment at Wesleyan, students must have an official final transcript sent to Wesleyan from their high school.
4. **College transcripts or other academic credit:** Submit an official transcript from each college, junior college, technical college, trade school or military training classes (where applicable) previously attended. A student's most recent transcript must reflect good academic standing at the end of her last semester of enrollment with a grade point average of 2.00.

Transcripts may be submitted electronically to [admissions@wesleyancollege.edu](mailto:admissions@wesleyancollege.edu) or through the mail: Wesleyan College, Admissions Office, 4760 Forsyth Road Macon, GA 31210

**Readmission.** Students who have left Wesleyan in good academic, financial and social standing are invited to apply for readmission. A degree-seeking student who has withdrawn or not enrolled for a semester or longer (or one academic year for Online Program degree-seeking students) must complete the application for readmission. A student who has attended another college or university since leaving Wesleyan must submit a copy of all transcripts and follow all application procedures. Auditors or non-degree seeking students enrolled in the Online Program who have withdrawn for two years or longer must complete the application for readmission.

Students who withdrew from the College and are readmitted must fulfill the general education program, major requirements, and any and all other requirements for the degree in effect at the time of their readmission. Students who completed their general education program at Wesleyan before their withdrawal will be deemed to have completed general education when they are readmitted. (See policy exception for students who take a Leave of Absence.)

**Academic Renewal.** The Academic Renewal policy is designed for Wesleyan students that have withdrawn or been academically excluded from the College. A student is eligible for academic renewal upon a three-year absence from the College and after submitting an application for readmission to Wesleyan. Once accepted for readmission into the college, previous courses attempted at Wesleyan with a C or better grade will be counted for credit, while all D and F grades will be forgiven. In order to stay under the academic renewal policy, the following criteria and considerations must be met:

1. The courses accepted (i.e. C or better) will only count for credit; they will not be assigned quality points in the overall grade point average.
2. Courses with D or F grades must be repeated at Wesleyan College if they are required in the student's degree program.
3. Transfer semester hours will be evaluated according to existing college policies.
4. Students granted Academic Renewal must adhere to the 30-hour rule - the last 30 hours of coursework must be taken at Wesleyan - to successfully graduate from the program and college.
5. If a student wishes to achieve recognition of Senior Honors (Latin), at least 60 hours of her remaining courses must be taken at Wesleyan. Students on Academic Renewal are not eligible for *summa cum laude*.
6. The transcript of a student will include ALL courses taken at Wesleyan.
7. A student is eligible to apply for Academic Renewal only once.

**Admission Notification.** The Office of Enrollment Services thoroughly reviews each file and makes admission decisions according to the guidelines established by the faculty. One of the following decisions may be made on a student's application for admission:

1. **Acceptance:** Students will be notified of their acceptance by a letter from the Office of Enrollment Services. The College reserves the right to withdraw an offer of admission if new information, such as a final transcript, is inconsistent with credentials submitted with the student's application materials for admission.
2. **Provisional Acceptance:** Students may be provisionally accepted to the term for which they apply prior to the receipt of official transcripts. In order to enroll for the semester, students provisionally accepted must submit official transcripts prior to the end of the College's Drop-Take period for that semester.
3. **Acceptance with Conditions:** Students may be accepted to the term for which they apply with conditions placed by the Admission Committee. A student must meet the requirements of the conditions outlined in her acceptance letter. Failure to meet the requirements may result in a student not being allowed to attend the College, thereby revoking her admission.
4. **Denial:** The College recognizes that the process of selecting students for admission cannot predict perfectly students' level of academic ability and motivation or general fit with a college. The College cannot offer admission to all students in a competitive pool of applicants.
5. **Hold:** The Committee may elect to postpone a decision of acceptance or denial by requesting that an applicant first submit additional information such as an updated transcript, an additional letter of recommendation, scores from Wesleyan's proficiency exams, or arrange an interview with a designated member of the Wesleyan College community.
6. **Waitlist:** Some competitive applicants may be offered an opportunity to be on a waiting list for admission. If the first-year class is not filled by the May 1 candidates' reply date offers of admission may be extended to students on the waiting list. Students who accept a place on the waiting list will be updated on their admission status in mid-May and, if necessary, every two to four weeks thereafter.

*Note: The College reserves the right to change policy. Students should contact the Office of Enrollment Services or refer to current publications for updated information on programs and policies. Satisfying requirements does not guarantee admission.*

**Second Degree Program.** A student who holds a baccalaureate degree from an institution of higher education accredited by an institutional accreditor may earn a second baccalaureate degree by completing the course requirements and prerequisites for the major that she is pursuing under the second degree program. Baccalaureate degrees in an applied area of study and degrees from foreign institutions must be evaluated on a case by case basis. A minimum of 30 semester hours is required to earn a second baccalaureate degree from Wesleyan.

**Non-Degree Seeking Status.** Students taking courses for enrichment, may be accepted on a non-degree basis. Non-degree seeking students must complete an application for admission and submit an official high school transcript, an official GED report, and/or the most recent official college transcript, whichever are appropriate. Additional transcripts may be required from non-degree seeking students who are pursuing teacher certification. Students enrolled on a non-degree basis are not eligible to receive financial aid assistance. However, financial aid may be available to those pursuing a teacher certification.

**New Student Assessments.** After a student has been accepted, the next step is to take the New Student Assessments. All students entering Wesleyan College must complete online New Student Assessments before registration. These assessments measure current knowledge in a particular subject so that each student can be placed in an appropriate course according to her foundation in this area.

Three areas of knowledge will be measured: Writing, Math and Foreign Language.

**Writing:** Wesleyan College courses require strong writing skills across disciplines. Faculty are dedicated to helping students develop writing abilities. In order to place students in courses which support their current writing skills, the Writing Program requires new students to take a College Writing Proficiency Assessment. The Writing Proficiency Assessment not only helps faculty to understand each student's unique writing needs, it is also required for the successful completion of the general education program. Students who receive transfer credit for ENG 101 or ENG 102 are not required to take this assessment.



Faculty within the English Department score the assessment, which may indicate the need to enroll in WRI 101 (Fundamentals of College Writing) or WRI 100 (Writing in English as a Second Language), when offered, if English is not a student's first language. When space is available WRI 100 is optional for exchange students.

A student should enroll in WRI 101 or WRI 100 during her first semester, as the course will prepare the student for the writing demands of other courses at Wesleyan.

**Math:** All Wesleyan students are welcomed and encouraged to include the study of mathematics in their coursework. A student begins her mathematics program at the level indicated by her background, interests, and preparation as determined by the College mathematics placement assessment. The study of mathematics provides necessary skills and concepts essential in other areas of study, including natural sciences, social sciences, business, and education. Therefore, a sufficient score on the mathematics placement assessment is a prerequisite to many courses, not just those in the Mathematics department. The student is guided in her selection of the appropriate mathematics courses by the requirements of each discipline, her previous mathematics courses and consultation with her advisor.

**Foreign Language:** The Bachelor's degree offered at Wesleyan College is earned through a rigorous four-year curriculum in the liberal arts and sciences that is faithful to the origins of the College and that encompasses the best of current thinking about education. The curriculum recognizes that, if students are to succeed in this world and shape the world of tomorrow, they need more than breadth and depth of knowledge. One of the challenges brought forth through Wesleyan's academic program is that students meet the needs of being familiar with cultures other than their own. To this end, completion of modern foreign language courses to the intermediate level is a requirement of the general education program. A student begins demonstrating her proficiency in a modern foreign language by completing the foreign language placement assessment.

Wesleyan requires all entering students to take the assessment in the language studied in high school even if they are considering beginning a different language at Wesleyan College.

Prior to enrolling in a foreign language course, students may need to interview with a foreign language faculty member to determine exact course placement.

**Transgender Admissions Policy.** Founded in 1836, Wesleyan College is forever first for women's education – striving for excellence, grounded in faith, and engaged in service to the world. Wesleyan offers an education that leads to lifelong intellectual, personal, and professional growth, and our four cornerstones include academics, women, faith, and community. Consistent with our values of respect for diversity among people, religions, and cultures, Wesleyan will consider for admission all applicants who consistently self-identify and live as women. Application materials must support this self-identification, and our admission counselors will help guide prospective students who need assistance with this process.

This admissions policy reflects the College's commitment to maintaining a diverse, academically talented, and well-rounded community of learners in an atmosphere of mutual respect and appreciation of differences, and it does not affect students who transition during their time at Wesleyan. Once enrolled, any such students may continue their education at Wesleyan with the full support of the College. Should any students who transition during their time at Wesleyan decide that our mission no longer aligns with their needs, the College will work with them to find new homes to complete their educational goals. Until such a request is made, however, Wesleyan's primary goal will be to retain and meet the needs of all of its students as they pursue their degrees.

## Academic Procedures and Regulations

**Academic Calendar.** The undergraduate academic calendar is posted in the *Wesleyan College Catalogue*, on the website, and on WesPortal, WesNet tab, Registrar's Office section. The semester ends with the last day of the final exam week.

**Academic Advising and Registration.** The academic advising program at Wesleyan plays an important role in the career of the student. Students who need assistance with advising may contact the Registrar's Office. Staff members are available for verification of degree progress and/or to schedule an individual degree audit as needed. **Staff and faculty**

**advisors are available to assist the student in arranging her program, but responsibility for acquainting herself with regulations and fulfilling all requirements for degrees rests with the individual student.**

Students who plan to continue in the next term are encouraged to register during the advertised advising and registration periods in the fall and spring semesters. Students must register before the drop/take period listed in the college calendar for the terms posted each year. No student may be admitted to class until her registration has been completed and her fees paid. The last day to enter the College and the last day to drop or add a class are the same. Special situations of late admission will be considered by the admissions committee. A student may not register at Wesleyan until she has taken new student assessments in modern foreign language and writing.

Boarding students without health forms on file, without insurance, and/or without current immunization and screening will not be allowed to move into the residence halls and will not be allowed to register for classes.

**Advising Program for the First-Year Student.** Each first-year student's WISE 101 faculty member will serve as the student's advisor until she declares or throughout the first year. These faculty advisors are trained to aid the student in planning her academic program.

The First-Year Advising program assists the student in clarifying and articulating her personal, academic and career goals. Advising contributes to the student becoming more self aware, reflective and purposeful in planning her education. Through the First-Year advising program the student will:

1. Explore the relationship of her interests, abilities, values and career aspiration to the nature and purpose of a liberal arts education.
2. Develop an educational plan consistent with her personal, academic and career goals.
3. Gain an understanding of curricular and co-curricular resources at Wesleyan College that can enhance her learning experience.

The advisor and the student maintain specific responsibilities for articulating the student's educational plan and moving towards declaring a major course of study.

The student who does not declare a major in her second semester will be assigned to a general advisor who will assist her in further exploration of her academic goals and career options. All students must declare a major by the end of their sophomore year. International students must declare a major upon entry into the College.

**Academic Probation.** At the end of the semester a student is automatically placed on probation for the next semester if her cumulative grade point average is below 2.00. When a student is placed on academic probation, the Provost of the College gives notice of the fact to the student. The primary responsibility of a student on probation is improvement of academic work. She is expected to take advantage of the following support systems: her advisor, the Writing Center, and the Academic Center. A student on probation should not be absent from any class. Additionally, a student should consult *The Student Handbook* for other stipulations of academic probation related to student activities. A student will be removed from probation when she attains a cumulative grade point of 2.00 or higher.

**Academic Exclusion/Dismissal.** A student who is placed on academic probation at Wesleyan College will be excluded if she remains on academic probation for two consecutive semesters of enrollment (not counting Wesleyan summer terms) and if her cumulative grade point average remains below 2.00. Exclusion is understood to mean exclusion for at least the following fall or spring semester; the student may apply for readmission after that time. The student who is excluded at the end of either fall or spring semester may enroll in Wesleyan summer terms to attempt to improve her grade point average. If, during the summer terms, her cumulative grade point average is raised to 2.00 or above, the student will be allowed to re-enroll the following fall semester without academic probation. The student may appeal her exclusion to the Student Progress Committee if she chooses; the process of appeal is outlined in the letter of exclusion. A student may be excluded at any time for other than academic reasons as explained in *The Student Handbook*.

**Attendance.** The semester begins with the first day of class according to the College calendar. The semester ends with the last day of the final exam week. Students are responsible for all absences from class, and it is the responsibility of the student to contact the professor about the possibility of making up work missed for any absence including illness, field trips and athletic events authorized by the college. Students pursuing regular courses in art, music and theatre are required to attend and take part in programs, plays, or exhibitions scheduled by the faculty of the respective areas. Students are expected to be regular and punctual in attending classes, laboratories, private lessons, and college convocations. Financial aid will not be disbursed to students who do not attend class during the first two weeks.



Students who are experiencing any symptoms of an illness that may put them or other members of the campus community at risk should not attend classes or other in-person academic activities. It is the student's responsibility, not the professor's, to maintain communication regarding absences and ensure arrangements are made for the timely submission of make-up work. Although students will not be penalized for missing class due to illness, individual faculty members may choose not to accept late work. Individual faculty will explain on their syllabus any expectations for making up missed classes and any guidelines and penalties for late work.

**Auditing Courses.** Anyone who wishes to audit a class must be enrolled either as a degree-seeking or non-degree seeking student. Once enrolled, a student may register to audit a class during the drop/take period, with the exception of studio art class or laboratory course. The student may register to audit a studio art class or laboratory course on the last day of drop/take and with the written permission of the instructor teaching the course. The class attendance policy for the auditing student will be the same as required for the student taking the course for credit. Auditors are required to pay all fees that may be associated with the course (lab fee, studio art fees, activity fees, travel, *et cetera*). Consult the Business Office regarding fees for auditing courses. No individual is eligible to audit any nursing (NUR) course.

**Civility in the Academic Community.** Students, faculty, and staff are expected to treat one another with respect in all interactions both during class meetings and on the Canvas course site. Rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the instructor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class a class meeting or Canvas collaborative activity will be asked to leave and will be counted absent for that class period or activity. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost of the College.

**Course Credit/Credit Hour.** Credit is granted on the basis of semester hours and each course will have a value of one to twelve semester hours. One hundred twenty semester hours is required for graduation at the baccalaureate level, while a minimum of thirty semester hours is required for a post-baccalaureate degree.

Except as provided otherwise by the *Code of Federal Regulations* in 34CFR 668.8 (k) or (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonable approximates not less than -

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for a minimum of fourteen weeks, or the equivalent amount of work over a different amount of time. Wesleyan College will grant one credit hour based on 12.5 hours of direct instruction (37.5 hours of direct faculty instruction for a 3-credit hours course.) Each class will be expected to have a minimum of two hours of out of class student work each week, per credit hour.
2. Or at least an equivalent amount of work as required in (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (Adapted from *Electronic Code of Federal Regulations* - current as of June 30, 2011).

**Definitions:** Direct instructional activity is when the instructor is present with students to facilitate student learning. This can occur in a physical classroom or through a live remote learning platform. Indirect instructional activity is when the instructor develops assignments, activities, etc., that engage students in the material either in collaboration with other students or independently. Out of class student work is the time it is expected for a student to spend independently learning material and preparing for the class.

### **Course Definitions and Credit Requirements:**

**Hybrid Course.** A hybrid course is any course in which 50% of instruction is provided via direct faculty instruction at regularly scheduled meeting times. At least one on-the-ground class meeting is required. A course must be scheduled to meet at least 6.25 hours over the semester per credit hour (18.75 hours for a 3-credit hour course.) An additional 6.25 hours (per credit hour) of indirect instructional activity must be recorded on the syllabus for each hybrid class (this is not the same as the two hours of expected out of class student work, per credit hour.)

**Online Course:** An online course is any course in which course content is delivered exclusively through online instruction via the College's LMS with no required on-the-ground class meetings. Online courses are offered in the 8-week term and

must have a minimum of two hours of director or indirect instructional activity per week, per credit hour, (in addition to the expected out of class student work.) Online courses must also meet the requirements outlined in the Online Learning Standards.

**Credit by Examination and Course Challenge.** [See Academic Credit Options section for details.](#) Wesleyan College participates in a program that awards credit for the successful completion of selected standardized examinations. Credit by examination is possible through Advanced Placement of the College Board; the College Level Examination Program (CLEP) of the College Entrance Examination Board; the International Baccalaureate Program; and the Cambridge International Examinations (A-levels). For credit to be awarded, a minimum score is required on selected CLEP General and Subject examinations (50); Advanced Placement examinations (3, 4, 5); International Baccalaureate higher level (4, 5, 6, 7) and standard level examinations (4, 5, 6, 7); and Cambridge International A-level Examinations. Specific minimum scores and course equivalents may be found in the academic credit option section of this Catalogue. Thirty semester hours is the maximum amount of credit a student may receive through CLEP, Advanced Placement, International Baccalaureate, Cambridge International Examinations, or departmental examination (course challenge).

A student may exempt courses by challenging courses or taking departmental examinations according to the following procedure:

Up to nine (9) semester credit hours may be awarded through challenging courses; however, not all departments will approve course challenges. To receive credit through a course challenge the student must

1. be unconditionally enrolled;
2. request in writing a course challenge from the registrar and obtain the written permission from the appropriate program director and course instructor; and
3. pay one-half of the course challenge fee\* prior to the course challenge, and pay the remainder of the course challenge fee if credit is awarded.

No student will be permitted credit by examination for a course in which she remains enrolled after the Drop/Take period. Course challenges are graded on the Credit/No Credit grade option only. Credit hours for a successful course challenge are posted in the term during which the challenge is attempted and fees are paid. These credit hours do not affect tuition or overload fees.

\*Declared majors or minors in French and Spanish who have placed out of FRN or SPA 211/212 will not be charged a course challenge fee when they challenge those courses.

**Credit and Grading System.** [See the Grading policy for Nursing in the BSN section of the Catalogue.](#) Letter grades are used. They are interpreted below with the number of quality points per credit hour or percent of total points assigned to each letter grade.

**A: 4 points, 90-100%:** The grade A is reserved for work that is of exceptional quality and showing unusual insight, initiative, and understanding.

**B: 3 points, 80-89%:** The grade B is awarded for work that is of superior quality and is consistently above the average.

**C: 2 points, 70-79%:** The grade C indicates average performance. It is an acceptable and respectable grade.

**D: 1 point, 60-69%:** The grade D is the lowest passing grade and indicates work below average.

**F: 0 points, <60%:** The grade F indicates absolute failure.

**CR:** Passing work in a non-graded course taken for hourly credit (not computed in GPA)

**NC:** No credit in non-graded course taken for hourly credit (not computed in GPA)

**I:** Incomplete (not computed in GPA)

**W:** Withdrawal (not computed in GPA). A student may withdraw from a class with the approval of the Registrar up to three weeks past the mid-semester date in the fall and spring semesters and one week past this point in May and summer terms. Exceptions regarding the withdrawal deadline are made only in cases of illness or emergency when a W may be granted past this date at the discretion of the Registrar.

**Students who withdraw from a class must do so through the Registrar's Office, Tate 120. Students who stop attending class and do not withdraw by the deadline receive a grade of F.**

Students who do not pass the writing proficiency exam and who are placed into Writing 100 or Writing 101 may not withdraw from the class. If the student fails to make a grade of C or better, she must take the course again the next semester and may not withdraw.

**Comments:**

1. Plus and minus grade designations are not used at Wesleyan.
2. The minimum passing grade is D while the grade F indicates failure.
3. The grade of I is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the instructor and to the Provost of the College. Permission from the instructor and from the Provost of the College must be requested and given before an I may be recorded. The procedure is as follows:
  - a. Except in cases of emergency, the student should consult with the instructor concerning the incomplete.
  - b. Except in cases of emergency, the student must file a written request for an incomplete with the instructor outlining her reasons for the request.
  - c. In cases of emergency (defined as unexpected occurrences such as accidents or sudden illness) when there is no opportunity for a consultation or a written request, the instructor may assign an incomplete grade for the student.
  - d. The instructor must submit an Incomplete Grade Form (found on WesPortal, WesNet tab, Provost's Office section, forms) to the Provost of the College for approval.
  - e. Instructors must remove I grades by the date given in the *Wesleyan College Catalogue* (for fall semester, February 1, for the spring semester, July 1, and for the summer semester, by October 1). The instructor must complete a grade change form in the Registrar's Office to remove the I grade. The Provost will notify the student, by letter, prior to this time of the fact that a grade of Incomplete which has not been made up by the deadline will be assigned a grade of F by the Registrar. A copy of this letter will be mailed to the instructor of the course as well.
  - f. It is the responsibility of the student to make arrangements for completing all work by the deadline. A student failing to complete all work shall be regarded as having failed in the course, and a grade of F will be recorded by the Registrar.
4. Credit hours earned in courses accepted for transfer to Wesleyan College from other regionally accredited institutions are included in the transfer student's cumulative credit hours earned. Grades earned in courses accepted for transfer credit are not reflected in a student's Wesleyan cumulative grade point average. Additionally, grades earned in transferred courses that are part of the major are not calculated in the minimum 2.00 grade point average that is required in the major for graduation. For senior honors, grades accepted for transfer of credit to Wesleyan will be computed in the cumulative grade point average. (See Academic Honors for a complete explanation of policies related to senior honors.)

**Credit/No Credit.** A student may elect up to a maximum of 18 semester hours on the basis of Credit/No Credit grading during her tenure at Wesleyan College. No more than five semester hours per term may be elected on the Credit/No Credit option. Classes required for a major may not be taken from Credit/No Credit except directed independent studies and field studies. The student teaching block (EDU 490) and extended internships are special cases in which the student may register for up to twelve semester hours during a semester using the Credit/No Credit grade option.

Credit/No Credit grading is the student's option. However, Credit/No Credit grade option may not be exercised or modified after the last day to withdraw from classes. Except in courses requiring Credit/No Credit grading, students should exercise great caution in choosing this option. Opting for more than one course (3, 4 hours) of Credit/No Credit grading disqualifies a student for Senior Honors, and may be looked upon with disfavor by some graduate and professional schools.

There are a few classes where this does not apply:

- Pre-nursing students must have a letter grade in nursing prerequisite classes in order to be eligible to apply for the nursing program (MAT 130, 140 or 150, MAT 220, PSY 101, PSY 240, BIO 110, CHM 101, BIO

210, BIO 211, BIO 245). If you intend to apply for the Nursing Program, you should not opt for the credit/no credit grading option.

- Nursing classes (NUR) and graduate program classes are not eligible.
- Modern Foreign Language courses taken to complete the proficiency degree requirement. A letter grade of C or higher is required to receive proficiency credit.
- WRI 100 or WRI 101 taken to complete the writing proficiency degree requirement. A letter grade of C or higher is required to receive proficiency credit.

**Credit for Transient Work at Another Institution.** The student who wishes to attend another college or university for a summer session should secure from the Registrar's Office a transient request form. The student should meet with her academic advisor to determine the course(s) she wishes to take and how the course(s) relate to her academic program at Wesleyan College. In the summer semester, if the course is on the current schedule at Wesleyan College as a fully online course, a student will not be approved to take the course at another institution. In a fall or spring semester, if the course is being taught during the current academic semester at Wesleyan College, a student will not be approved to take the course at another institution. The completed transient request form and a copy of the course description(s) should be brought to the Registrar's Office for determination of course equivalency prior to the student's departure in the spring semester. The student is responsible for having an official copy of her transcript sent to the Registrar of Wesleyan College. Grades below C will not be transferred to Wesleyan for credit.

### **Foreign Language Placement Policy:**

1. All incoming students with any prior instruction or significant experiences in Chinese (Mandarin), French, German, Japanese, or Spanish must take the language placement test in that language, even if they do not plan to continue in that language. Placement decisions will be made by the foreign language faculty on the basis of the examination, the high school transcript, and, in some cases, an oral interview, especially for placement above the second-semester level. No academic credit hours will be awarded for exempted courses or for any language course taken below the level of placement; however, on the recommendation of the instructor, a student who is deemed unprepared for the level in which she was placed, may go back to an earlier course even after the end of the Drop/Take period and earn credit when possible. Students are urged to take courses in a foreign language in sequence, fall-spring or in the course of one summer, without skipping a semester, and to complete their language proficiency requirement in the first four semesters at the College.

2. Students may begin studying a new language at the 101 level without taking a placement test as long as they have no previous experience or instruction.

3. Students who place above proficiency level may earn credit for foreign language courses at or above the intermediate level by passing the appropriate departmental challenge exam(s) or by submitting Advanced Placement, International Baccalaureate, Cambridge, CLEP or SAT II test scores.

**Grade Appeals.** Appeals for a change in the final course grade must be initiated within 5 working days after the registrar's office has posted final grades for the term in which the course was taken.

Any student considering a grade appeal should understand that each faculty member has the right and responsibility to determine grades according to any method chosen by the faculty member as long as these methods follow professional and disciplinary standards, are clearly communicated to everyone in the class, and are equally applied to all students. Therefore, grades should only be appealed under circumstances such as the following:

1. The instructor erred in the calculation of the grade;
2. The assignment of a grade was on the basis other than performance in the course, (though a grade may reflect a penalty for academic misconduct.)
3. The assignment of a grade had a substantial departure from the instructor's previously announced standards.
4. The grading decision was based upon standards unreasonably different from those which were applied to other students in the same course and section.

The grade appeal procedure is NOT to be used to review the judgment of an instructor in assessing the quality of a student's work nor is it to be used if the student disagrees with the instructor on how the course was conducted or a clearly communicated course policy. Such concerns should be shared with the instructor and/or the appropriate department chair.

If a student wishes to appeal a grade the following process should be followed:

**Step One:** Complete the grade appeal form located on WesPortal > Wesnet > Registrar's Office Student > Forms. E-mail this form along with any documentation to the instructor. Within five business days after receiving the appeal, the instructor will submit a written response to the student. If the student does not hear back within five days from the instructor, the student should send the appeal directly to the department chair.

**Step Two:** If, after the instructor's review, the grade dispute remains unresolved, the student can submit the appeal to the department chair. The department chair will attempt to resolve the dispute between the instructor and the student and may consult with other persons who have relevant information. Within five business days after receiving the appeal, the department chair will submit a written response to the student with a copy to the instructor.

*Note:* If the grade dispute is with the department chair, the student will appeal to the division chair. Within five business days after meeting with the student, the division chair will submit a written response to the student with a copy to the department chair.

**Step Three:** If all efforts to resolve the grade appeal at the program level fail, the student may petition the Provost of the College to review the appeal, via e-mail, by submitting the same information as above. If the Provost determines the need for a review committee to examine the issues of the grade appeal, the committee shall consist of three faculty members - one from the instructor's department and two from academic divisions other than that of the instructor. The committee, if appointed, will advise the Provost of the College regarding the grade under appeal. The Provost will submit a written response to the student with a copy to the department chair and instructor as soon as the decision is made.

Should a grade change result from the appeal, it is the responsibility of the decision-maker at the level of resolution (instructor, department chair, or Provost) to file, in writing, an authorization for grade change with the Registrar of the College. Said authorization should be submitted to the Registrar's Office within five working days of the decision. A copy of the grade change shall become a part of the student's permanent file.

*No change of grade may be made later than one semester (or term) following the semester in which the grade was received. The Provost may make exceptions to the timeline for faculty responses as needed.*

**Complaints of an Academic Nature.** Complaints related to academics but unrelated to grade appeals will follow the same general procedures as outlined above for grade appeals. The complaint must be made in writing to the instructor, with a copy to the director of the academic program. If the complaint is not resolved, the student may appeal to the division chair, then the Provost of the College, and finally the President of the College.

**Graduation.** Each student must file an application for diploma with the Registrar of the College at the beginning of the semester that precedes the semester in which she expects to complete degree requirements. Undergraduate degrees are conferred at the end of each academic semester with the prior approval of the Provost and faculty. Graduate degrees are conferred upon satisfactory completion of all requirements, as announced on the individual program academic calendar.

The College will host one annual commencement ceremony for undergraduate degree programs in May. BSN students who enter the College in a Spring cohort will be awarded their degree during the pinning ceremony in December. The college will also host one annual commencement ceremony for graduate program students in August.

Attendance at graduation is required. A student may graduate *in absentia* only with the written permission of the Provost of the College. Students must pick up their diploma from the Registrar's Office or will be required to pay a shipping fee to have it mailed. Diplomas will be shipped or made available for pickup during regular business hours the first working day after commencement or December pinning ceremony.

Each student's diploma and transcript will bear the student's legal name. If the name has changed since admission to the College, the student must submit a court order or other document indicating a legal change of name to the Registrar no later than March 1st prior to completion in May, or June 1st prior to completion in August or December. Refer to the Name on Official Records policy.

The commencement program will bear the student's preferred name as indicated on the application for diploma. If the preferred name has changed since submission of the application for diploma, the student must submit a request to change the preferred name to the Registrar no later than April 1st prior to the commencement ceremony.

All financial obligations to the College must be paid in full in order for a student to be cleared for graduation. No student who owes an outstanding balance of any amount will be permitted to participate in the commencement ceremony. No degree will be conferred to any student who owes an outstanding balance of any amount to the College. Degrees held due to financial obligations will be conferred in the next commencement ceremony after all obligations to the College have been met.

### **Participation in the Annual Commencement Ceremony**

A student is eligible to participate and will receive their diploma during the commencement ceremony upon meeting all obligations to the College and completing academic requirements for the degree.

- A student who has not met all academic requirements is eligible to participate in the commencement ceremony under the following circumstances:
- Undergraduate program students must have no more than 7 credits of academic requirements remaining.
- Graduate program students must have no more than 6 credits of academic requirements remaining.
- Must be in good financial standing with the College and without a past due balance hold.
- Must not have any holds on their account from any department at the College.
- Students will not receive a diploma during the commencement ceremony.
- Upon meeting all obligations to the College and completing academic requirements, students will pick up their diploma from the Registrar's Office or will be required to pay a shipping fee to have it mailed.

**Independent Study.** To make possible the college ideal of individual development, independent study opportunity, under faculty supervision, is made available in each academic area. Variable credit is permitted with a maximum of six semester hours in one field of study. To guarantee quality, the special approval of the program director of the area concerned is required.

**Leave of Absence.** A leave of absence is designed to allow a student a break in her studies for a limited time without having to withdraw from or apply for readmission to Wesleyan College. The leave of absence applies to any matriculated student who is in good academic and financial standing with the college. The leave of absence may last for a minimum of one semester, and a maximum of a 12-month period; a student may only accrue a total of two semesters (excluding summer semesters) for leave of absence during her college career. International students must comply with immigration regulations regarding continuous enrollment. Consult with the Student Affairs office concerning regulations.

The student will apply to the Registrar of the College for a Leave of Absence during the semester preceding the leave of absence period. A student cannot take a leave of absence after the semester begins. Once the leave of absence is approved, the student is required to pay an *in absentia* fee to the College. Consult the Business Office for current fees. When she returns, the fee will be applied to her tuition. If the student does not return, the continuation fee will be deemed forfeited.

Upon her return, it is the responsibility of the student to notify both her advisor and the Registrar during registration to reinstate her academic standing. At this time, the student does not need to apply for readmission. If a student exceeds the allotted leave time, she will be deemed to have withdrawn and must apply for readmission. General education and major requirements in effect at the time of the student's approval for a leave of absence will continue in effect upon her return within the allotted leave time.

During the leave, a student may take courses at another college. However, only a maximum of 6 hours for a one-semester leave and 9 hours for a two-semester leave may transfer to Wesleyan if such hours are allowable under other transfer credit policies and limitations.

The Provost of the College may make exceptions to this Leave of Absence policy under extraordinary conditions.

**Name on Official Records.** The Registrar's Office is responsible for maintaining a student's official academic record, and as such is the office that controls student name changes at Wesleyan College. All inquiries and requests should be directed to this office. Legal name is defined as the name verified by a birth certificate, marriage certificate, social security card, passport, or court order. Students wishing to change their name on their official academic record from the name under which they were admitted to the College must provide the Registrar with legal documentation reflecting their new legal name.

Change of name requires (1) presentation of a current Social Security card reflecting the new name and (2) a government-issued photo ID, marriage certificate, divorce decree, or court order reflecting the new name. Please present the original legal document or a certified (i.e., notarized) copy with the original notary seal to the Registrar's Office. Faxes cannot be accepted. Original documents will be copied for your file and returned to you.

International students' names must appear on academic records exactly as they appear on the passport issued by the home country. The U.S. entry visa may not be used as documentation for a name change.

Alumnae who wish to order a replacement diploma may do so through the Registrar's Office. Diplomas are only printed twice a year corresponding with commencement. See tuition and fees section for replacement cost.

**Numbering of Courses and Abbreviations.** Single numbers indicate one-semester courses.

- Courses numbered 100-199: Introductory courses. Generally, courses numbered 100 to 199 are introductory and general education courses that are appropriate for students with less than 27 semester hours and others with no special background. These courses rarely have prerequisites.
- Courses numbered 200-299: Lower level undergraduate courses. Generally, courses numbered 200-299 might build on materials and knowledge from 100 level courses and are ideally taken by students with between 27 and 60 semester hours. These courses may or may not have prerequisites.
- Courses numbered 300-399: Upper level undergraduate courses; courses for majors; courses that require prerequisites to be successful. While these courses may or may not have specific prerequisites, they are more intellectually challenging than 100 and 200 level courses and usually not appropriate for students with 27 or fewer semester hours.
- Course numbered 400-499: Advanced upper level undergraduate courses, including seminars, advanced independent study courses, honors thesis work, etc. Almost always, courses numbered 400-499 have prerequisites. Except in very rare circumstances, courses numbered 400 to 499 are unsuitable for students with fewer than 90 credit hours.
- Courses numbered 500-699: Graduate level courses.

Subject codes are indicated by the letters following each subject; e.g., biology (BIO).

ACC Accounting  
AMC Advertising & Marketing Communication  
AMM Arts Management  
AMS American Studies  
ARH Art History  
ART Art (Studio Art)  
AST Asian Studies  
BIO Biology  
BSM Business Sport Management  
BUS Business  
CHM Chemistry  
CHN Chinese  
COM Communication  
CSC Computer Science  
EAT Equine-Assisted Therapy  
EBA Business Administration (MBA)  
ECO Economics  
EDR Education in Reading  
EDU Education  
EDS Educational Studies  
ENG English  
ESC Environmental Science  
FRN French  
FSC Forensic Science  
GER German  
HCA Healthcare Administration

HIS History  
HPE Health and Physical Education  
HUM Humanities  
JPN Japanese  
LED Leadership and Social Change  
MAT Mathematics  
MUP Music Performance  
MUS Music  
NSC Neuroscience  
NUR Nursing (BSN)  
PHI Philosophy  
PHY Physics  
POL Political Science  
PSY Psychology  
REL Religious Studies  
SPA Spanish  
THE Theatre  
TRA Travel Study  
WGS Women, Gender & Sexuality  
WIS Wesleyan Integrative Seminar Experience  
WRI Writing  
WST Women's Studies

**Privacy in Teaching & Learning Spaces.** In order to promote an environment in which ideas may be freely expressed, the interior offices; in-person and virtual classrooms; and Canvas course sites at Wesleyan are private spaces. The unauthorized creation of photographic images, audio recordings, or video recordings of students or faculty in these spaces is considered to be disruptive behavior which may result in a student's removal from class according to the professor's discretion. The distribution of unauthorized images or recordings, or of class meeting recordings shared by a professor for instructional purposes, without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.

**Readmission.** A student who, having withdrawn from the College, wishes to return after a lapse of time may not be automatically readmitted but must apply for readmission. Students readmitted must fulfill the general education program, major requirements and any and all other requirements for the degree in effect at the time of their readmission. However, students who completed their general education program at Wesleyan before their withdrawal will be deemed to have completed general education when they are readmitted.

If the student is approved for a medical withdrawal and wishes to return to Wesleyan College at a later date, she must apply for readmission. A full, current report from her physician must be sent to the Director of Health Services for evaluation, and a personal interview may be required before an application for readmission is considered. Receipt of medical documentation does not automatically guarantee readmission.

**Repeating a Course.** A student may repeat a course one time to affect her grade point average only when she has first made a D or F in the course; the better grade will count in the computation of the cumulative grade point average. Course credit earned in the case of repeated courses is counted only one time.

Exceptions are courses that require the student to make a C or higher to meet proficiency (WRI 101 and modern foreign language courses that satisfy proficiency or advancement and "repeatable courses" such as certain HPE classes, *et cetera*). **Students should consult with the Office of Financial Aid regarding their tuition package to determine if tuition payment may be required for courses that they repeat.**

**Transcript Requests and Release of Records.** Wesleyan College recognizes the privacy rights of students with regard to their educational records, including the right of access to their own records and the right to a hearing to challenge the accuracy of such records. The College will not release personally identifiable data about students from education records without written permission from the student to any individual, agency, or organization, except to the extent that the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) authorizes disclosure without consent. A full statement of Wesleyan's policy concerning the privacy rights of students is printed annually in The Student Handbook.



Students and alumnae can electronically send official transcripts to the destination of their choice. Instructions for ordering a transcript are located on Wesleyan's Website: [www.wesleyancollege.edu](http://www.wesleyancollege.edu). Click on Academics, Request a Transcript. Unofficial transcripts are only available to currently enrolled students through their WesPortal account at no charge. Fees for transcripts are given in the Financial section of the Catalogue. Wesleyan College is not responsible for incomplete or incorrect mailing addresses provided with requests for transcript releases.

Requests for transcripts will be checked and approved for release within 5 working days by the Registrar's Office at Wesleyan College. During peak periods of activity in the Registrar's Office such as the opening and closing of semesters, registration, and graduation, the processing time for release of transcripts may extend slightly beyond five working days.

Wesleyan reserves the right to withhold the transcript of any student who is past due or delinquent on her loan obligation(s) to the College, is delinquent or has defaulted on federal student loans, owes the College money from current or previous enrollment, has failed to submit official transcripts from previous high schools or college attendance, has failed to return College property, has failed to secure proper immunizations as required by the Health Services of the College, or has failed to fulfill any other obligation to the College.

**Withdrawal.** It is strongly recommended that any student receiving financial aid who is contemplating withdrawal from the College, first contact the Office of Student Financial Aid to determine the impact of that decision.

**Voluntary Withdrawal.** Students who find it necessary to withdraw from the college during the regular academic year must file with the Registrar of the College a withdrawal request form requesting administrative approval for such action. Voluntary withdrawal is considered official by the College only upon receipt of said request. Honorable dismissal is granted only if all financial obligations to the College are satisfactorily cleared. A residence hall student should also notify the Director of Residence Life of her intention to withdraw. Students who withdraw and do not complete the semester enrolled, the date the student initiated the withdrawal process will serve as her withdrawal date and the date the college determined she withdrew. If a student voluntarily withdraws after the last day to withdraw as determined on the academic calendar, punitive grades or the grades earned will apply. If a student withdraws before the last day to withdraw as determined on the academic calendar, a grade of 'W' - withdrawn will be applied (no academic penalty). Students who withdraw and complete the semester enrolled, the date of the last day of the term enrolled will serve as her withdrawal date and the date the college determined she withdrew. Students who do not officially withdraw, but fails to register for the next term are considered voluntarily withdrawn as of the last day of the last term enrolled. See also, Non-Attendance and Unofficial Withdrawal and Readmission in the College catalogue.

**Administrative Withdrawal.** The Provost of the College may withdraw a student from a class or dismiss her from the College for failure to cooperate with an instructor's policies for classroom behavior or for repeated failure to respond to an instructor's requirements for a course. The date the Provost initiated the administrative withdrawal will serve as the student's withdrawal date and the date that the college determined she withdrew. If the student is unable to complete the course with a passing grade, a grade of 'W' - withdrawn will be applied (no academic penalty). Notification must be given to the Registrar.

**Hardship Withdrawal.** If, for medical reasons or personal emergency, a student seeks to withdraw from the College after the last day to withdraw without academic penalty, she must complete the Hardship Withdrawal Form and provide documentation of her illness through an official medical report from her physician or provide other justification for emergencies, and it must be approved by the Provost of the College before her official withdrawal is accomplished through the Registrar's Office. The request must be made before the last day of the term. If the student is unable to complete the course with a passing grade, a grade of 'W' - withdrawn will be applied (no academic penalty). If the student fails to document her illness or provide justification for an emergency, and/or is not approved for a hardship withdrawal by the Provost of the College, she is responsible for completing the course requirements. The date the student initiated the hardship withdrawal process will serve as her withdrawal date and date that the college determined she withdrew. See also, Readmission in the College catalogue.

**Mandatory Medical Withdrawal.** The College may require mandatory medical withdrawal of any student who, in the opinion of the Director of Health Services, the Director of Counseling, or the Provost of the College, has an illness or condition that might endanger or be damaging to the health or welfare of the student or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community. The date the college administration initiated the mandatory medical withdrawal process will serve as the student's date of withdrawal and date that the college determined she withdrew. If the student is unable to complete the course with a passing grade, a grade of 'W' - withdrawn will be applied (no academic penalty). Notification must be given to the Registrar. See also, Readmission in the College catalogue.

**Non-Attendance and Unofficial Withdrawal.** Students receiving federal financial assistance, who do not pass any courses and who do not officially withdraw from Wesleyan College are considered "unofficially withdrawn". The following procedures are used to determine if students never attend class and/or withdraw unofficially, and to determine repayments due back to aid programs. Students who are unofficially withdrawn must apply to the College for readmission in future semesters (See Readmission, in the College catalogue).

**Beginning of each term:**

1. Faculty members are required to report students that never attend class after the first two-weeks of the semester. Some programs that require reporting attendance to an outside entity such as Nursing and Education must track attendance for the entire semester.
2. Refunds of financial aid will not be disbursed to students who do not attend class. Students who claim they are attending class(es) may have aid reinstated ONLY if their professor(s) confirms attendance by directly contacting the Registrar's Office and Financial Aid Office (e-mail required). The student's claim to have attended class, absent positive confirmation from the faculty member, does not constitute confirmation of class attendance.
3. Students will be administratively dropped from class(es) not attended. Federal awards are adjusted to pay only for classes the student is attending. This adjustment could result in the reduction of aid awarded and/or the loss of grant, scholarship or loan funds. If attendance rosters indicate the student never attended any classes, all federal financial aid is canceled and the student will be unofficially withdrawn from the College and must reapply for readmission.

The College returns aid to the financial aid programs and bills the student for funds received for classes never attended. Repayment may be required with funds other than financial aid. If this occurs and the bill remains unpaid for more than 120 days, a third party collection agency will be used and the debtor will also become liable for any additional collection costs associated with the collection of any amount not paid. Students are ineligible for future aid until debt is repaid in full.

**Midterm (Before Withdrawal deadline):**

1. Faculty must report all students' last date of attendance or academic activity and who at the midterm date are academically deficient in the class via WesPortal by the reporting deadline. Using this method, faculty report students' academic progress, including students who have ceased class attendance.
2. After all faculty have reported to the Registrar, students who have ceased attending class for more than two weeks will be urged to officially withdraw from class(es) before the withdrawal deadline. If no response is received from the student within one week, an unofficial withdrawal from the class(es) will occur from the class(es). The last date of academic activity reported by faculty will serve as the school's date of determination and date of withdrawal for the student.
3. Faculty must submit a midterm grade for each student by the date specified on the academic calendar. Midterm grades will not appear on the transcript and will not be calculated into a student's overall GPA. A midterm grade does not necessarily reflect 50% of a student's total course grade.

**End of each term (After Withdrawal deadline):**

1. Faculty must report all students' last date of attendance or academic activity when submitting final grades. Students who ceased attendance for more than two weeks and receive no academic credit for all classes are considered unofficially withdrawn from the College. Students who have ceased attendance for more than two weeks and do not receive an approved administrative withdrawal will maintain punitive grades as well as being unofficially withdrawn.
2. The Registrar reports to the Director of Financial Aid all students with all "F", "NC", "W" grades.
3. Once the withdrawal date is determined, the Financial Aid Office calculates the amount that must be returned to aid programs by the College and the student, in accordance with federal and state regulations and College policy. For details, see the Return of Title IV Funds policy which follows. The last date of academic activity reported by faculty will serve as the school's date of determination and date of withdrawal for the student.

## Return of Title IV Funds Policy for Students Receiving Federal Financial Aid at Wesleyan College

The Higher Education Amendments of 1998 and the Higher Education Reconciliation Act of 2005 set forth regulations governing the treatment of Title IV funds (Federal Pell Grant, Federal Supplemental Education Opportunity Grant [SEOG], Academic Competitiveness Grant [ACG], National SMART Grant, Federal Subsidized Loan, Federal Unsubsidized Loan, and Federal PLUS) when a student withdraws completely from an institution.

When a student withdraws during a period of enrollment in which he/she has begun attendance and has received federal Title IV financial aid, Wesleyan College is required to determine the amount of earned and unearned Title IV aid. A student is eligible to retain the percentage of Title IV aid disbursed or that could have been disbursed that is equal to the percentage of the enrollment period completed by the student (calculated daily). Scheduled breaks of 5 or more consecutive days are excluded. The unearned Title IV aid must be returned to the appropriate federal aid program(s). If the student has completed more than 60% of the enrollment period, no Title IV aid needs to be returned.

**Workload.** A normal course load is between 12 and 18 semester hours during the fall and spring semesters. Students who wish to take 19 or more hours must have a cumulative GPA of 3.00 and permission of the Registrar. To maintain visa status, all international students must enroll and maintain at least 12 credit hours during fall and spring semesters. Exceptions to this regulation must be discussed with the international student advisor. Only one online or distance learning class (maximum three credits) can count toward a full course of study for an F-1 student during each term or semester. Online classes do not count towards full-time enrollment for J-1 students. Consult the business office for overload fees for hours above 18.

A student with 27 or fewer semester hours may not register for a 300- or 400-level course without permission of her advisor and the course instructor or chair of the department in which the course is being offered.

Students enrolled in the Wesleyan College/Guangzhou University dual degree program should follow the workload advised for their program.

## Academic Credit Options

Wesleyan College offers the following options for awarding academic credit where appropriate.

**1. Credit for prior learning.** Wesleyan College supports the idea that learning outside the classroom can be college level and under certain circumstances warrant academic credit. Students who are enrolled in a degree program may earn a maximum of 15 semester hours of academic credit for prior, college-level learning experience by submitting a portfolio documenting relevant knowledge gained through such experience. Preparation of the portfolio, however, does not guarantee credit will be awarded. The student must demonstrate having attained the knowledge, competency, and/or analytical and synthesizing abilities equivalent to those she would have gained in the college classroom. Such credit is granted on a Credit/No Credit basis. Letter grades are not awarded.

**Portfolio Guidelines:** This process requires a student to prepare and submit an analysis of her learning to support her claim that she has specific skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, or certifications that align with specific course objectives. The portfolio developed should not only describe the relevant experience but should also identify how the student has met the particular learning outcomes.

The student will include a critical self-assessment of what college-level learning has been acquired through selected non-traditional experience. This experience might include a variety of work, training, reading and research, civil and military service, or life learning.

Most students who take advantage of this policy receive credit in an applied knowledge area such as management, marketing, technology, finance, arts, communications, public relations, etc.

A student must complete a portfolio for each class she is seeking credit for that will include the following:

- a. Cover letter explaining the portfolio and the contents of the portfolio.
- b. Course title, description and learning outcomes for the course (these may be obtained by a faculty member who teaches the course or the Department Chair.)
- c. Detailed explanation of the relevant experiences a student has had that satisfy the course outcomes. Students should reflect on the nature of the experiences and what was learned. For instance, for work experiences, students are asked to consider the skills, concepts, principles and/or ideas that student learned or improved upon during the work period. Just listing a title of a position or tasks completed is not enough to document the learning that has occurred.
- d. Any artifacts that might support the claims made in the explanation (e.g., certificates, letters from employers or other experts, job descriptions, licenses, programs listing the student as a participant or conductor, or work samples).
- e. Letter of support from the faculty member or department in which the course is taught.

#### **Process:**

1. A student must submit the Credit for Prior Learning request form and fee to have the portfolio evaluated.
2. The student must work with her academic advisor on the development of the portfolio and a faculty member who teaches the relevant course.
3. A student has two semesters (fall, spring) to complete the portfolio once the application has been submitted.
4. A student should submit the completed learning portfolio to her academic advisor for review.
5. The academic advisor will submit the portfolio to the Provost's office.
6. Provost sends the completed portfolio to a sub-committee of three members of the curriculum committee (selected by the Provost).
7. The sub-committee meets with the Provost within two weeks of receiving the completed file to determine a recommendation on the amount of credit to be awarded.
8. The Provost provides a memo to the Registrar indicating courses and credit hours to be awarded.

#### **2. Transfer Credit.** Credit will be considered from institutions accredited by the following agencies:

- Accrediting Commission for Community and Junior Colleges (ACCJC)
- Western Association of Schools and Colleges (WASC)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)

Credit from an institution of higher education accredited by an institutional accreditor not listed above will be reviewed on a case by case basis.

Courses at the undergraduate level with a final grade of "C" or higher and related to applicable programs of the offerings at Wesleyan College are considered. Coursework at the graduate level is not considered for transfer.

A student can receive credit for a maximum of 90 semester hours. Credit from a junior college may not exceed 60 semester hours. Credits earned in a quarter system are converted to semester hours by multiplying the quarter credits by .667. The final 30 semester hours of coursework must be taken at Wesleyan unless prior approval is granted by the Registrar.

Transfer coursework classified as a 'core requirement' may also be applied towards Wesleyan's General Education requirements. Coursework may be accepted as a substitution or as a direct course equivalent. Individual course substitutions may be assigned to Wesleyan's General Education categories as deemed appropriate by the Registrar and the most closely associated Program Director.

Students earning an Associate of Art's degree from an institution of higher education accredited by an agency listed above does not have to take additional general education courses at Wesleyan College to earn the bachelor's degree. Associate of Science degrees are reviewed on a case by case basis. Associate's degrees from an institution of higher education accredited by an institutional accreditor not listed above are reviewed for waiver on a case by case basis.

Credit hours awarded for transfer are included in the student's cumulative hours earned. Grades earned in transfer courses accepted for credit are not reflected in a student's Wesleyan cumulative grade point average and transcript.

For senior honors to be awarded upon graduation, grades accepted for transfer credit will be computed in the honors GPA, but the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.

If a student wishes to appeal credit equivalency, she may submit a Transfer Credit Appeal form along with the course description and syllabus to the Registrar. The Registrar and the most closely associated Program Director will consider the appeal.

Please refer to the Academic Credit Options section in the Wesleyan Catalogue for other ways to earn credit such as credit for prior learning, credit by exam, rigorous high school programs, and departmental challenge.

International transfer credit is awarded on a case by case basis. A course-by-course credit evaluation from a professional evaluation agency indicating credit hours and grades converted to the semester system of higher education in the United States is required before credit is considered.

Wesleyan College has articulation agreements or memorandums of understanding with the following institutions and organizations:

Andrew College  
Auburn University  
Georgia Military College  
Georgia Technical Institute  
Guangzhou University  
Lingnan University  
Louisburg College  
Mercer University  
South China Normal University  
Technical College System of GA

**3. Credit by Examination.** Wesleyan College has an established program for awarding credit by examination. The general conditions related to awarding credit, the applicable testing programs, and standards for awarding credit are outlined below.

**General Condition for Awarding Credit by Examination:**

A. A maximum of thirty (30) semester hours will be accepted from the combined sources of College-Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Examinations (A-Levels), and Departmental Examinations.

B. No student will be permitted credit by examination for a course after she has enrolled in the course.

C. Credit earned by examination will be recorded on the student's record by course, course number, and semester hours earned. No grade or grade points will be assigned.

**(1) Advanced Placement Program (AP) of the College Entrance Examination Board**

AP Course	Score	Course Equivalent	Hrs
<b>ART, ART HISTORY, &amp; MUSIC:</b>			
Art, History of	3	ARH 126	3

Art, Studio (2D, 3D, Drawing)	3	ART 101*, 106*, or 108*	3
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*\*Note: Determination of equivalent will be based upon portfolio review by Art faculty.*

Music Theory	4	MUS 181	3
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## **ECONOMICS**

Economics (Macroeconomics)	3	ECO 102	3
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Economics (Microeconomics)	3	ECO 104	3
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## **ENGLISH**

English Language and Comp.	3	ENG 101	3
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English Literature and Comp.	3	ENG 102	3
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## **HISTORY & POLITICAL SCIENCE**

European History	3	HIS 210	3
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Government & Politics: Comparative	3	POL 222	3
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Government & Politics: U.S.	3	POL 115	3
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U.S. History	3	HIS 130 <b>or</b> HIS 135	3
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World History	3	HIS 120 <b>or</b> HIS 125	3
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## **LANGUAGE**

Chinese Language or Chinese Literature:

3	CHN 102	3
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4	CHN 102 & 211	6
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5	CHN 102, 211, & 212	9
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French Language or French Literature:

3	FRN 102	3
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4	FRN 102 & 211	6
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5	FRN 102, 211, & 212	9
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German Language or German Literature:

3	GER 102	3
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4	GER 102 & 211	6
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5	GER 102, 211, & 212	9
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Spanish Language or Spanish Literature:

3	SPA 102	3
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4	SPA 102 & 211	6
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5	SPA 102, 211, & 212	9
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## MATHEMATICS & COMPUTER SCIENCE

Calculus AB	3	MAT 205	3
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Calculus BC	4	MAT 205 & 206	6
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Computer Science A	4	CSC 216*	3
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*\*Note: Student must master the language in CSC 216 to meet prerequisite for CSC 218.*

Computer Science AB	4	CSC 216 & CSC 218	6
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Statistics	3	MAT 220 or PSY 220	3
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## PSYCHOLOGY

Psychology	3	PSY 101	3
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## SCIENCE

Biology	3	BIO 110 & 112*	8
<i>*Note: Student may enroll in BIO 203 with concurrent enrollment in CHM 101 or consent of department. Contingent upon passing BIO 203 or any upper-level biology course with laboratory, course credit will be given for BIO 110 &amp; BIO 112. The student may choose not to accept the above course credits &amp; placements at her discretion.</i>			
Chemistry	4	CHM 101 & 102*	8
<i>*Note: Credit will be awarded upon successful completion of CHM 101L &amp; CHM 102L or by successful completion of a higher-level laboratory-intensive course in chemistry.</i>			
Environmental Science	4	ESC 150*	4
<i>*Note: Credit will be awarded upon successful completion of ESC 150 Lab or by successful completion of a higher-level laboratory-intensive course in environmental science.</i>			
Physics B	4	PHY 115*	4
<i>*Note: or, PHY 121 upon earning a grade of C or higher in PHY 122.</i>			
Physics C: Mechanics	4	PHY 121	4
Physics C: Electricity & Magnetism	4	PHY 122	4

## (2) College-Level Examination Board (CLEP)

CLEP Exam	Score	Course Equivalent	Hrs
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## COMPOSITION & LITERATURE

American Literature	50	ENG 211 & 212	6
Analyzing & Interpreting Lit.	50	ENG 102	3



## English Composition:

with optional essay	50 ENG 101	3
without optional essay	50 ENG 101*	3*

*\*Note: Credit will be awarded upon successful performance on a written essay graded by the Wesleyan faculty.*

English Literature	50 ENG 201 & 202	6
Humanities	50 Elective	3

## SCIENCE & MATHEMATICS

College Algebra	50 MAT 130	3
Biology	50 BIO Elective 3	
Chemistry	50 CHM 101 & 102	8**

*\*\* Credit will be awarded upon successful completion of CHM 101L & CHM 102L or a higher-level laboratory-intensive course in chemistry.*

Calculus	50 MAT 205	3
College Mathematics	50 Elective	3
Natural Sciences	50 Elective	3
PreCalculus	50 MAT 140	3

## FOREIGN LANGUAGES

French Language	50 FRN 101 & FRN 102	6
French Language	62 <sup>FRN 101, 102, 211, 212</sup>	12
German Language	50 GER 101 & GER 102	6
German Language	63 <sup>GER 101, 102, 211, 212</sup>	12
Spanish Language	50 SPA 101 & SPA 102	6
Spanish Language	63 <sup>SPA 101, 102, 211, 212</sup>	12
Spanish with Writing	50 SPA 101 & 102	6

Spanish with Writing	63 SPA 101, 102, 211, 212	12
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## **HISTORY & SOCIAL SCIENCES**

American Government	50 POL 115	3
History of the U.S. I	50 HIS 130	3
History of the U.S. II	50 HIS 135	3
Educational Psychology	50 Elective	3
Human Grow. & Develop.	50 PSY 240	3
Macroeconomics	50 ECO 102	3
Microeconomics	50 ECO 104	3
Psychology	50 PSY 101	3
Social Sciences & History	50 Elective	3
Sociology	50 Elective	3
Western Civilization I	50 Elective	3
Western Civilization II	50 Elective	3

## **BUSINESS**

Financial Accounting	50 ACC 201	3
Business Law	50 BUS 310	3
Information Systems & Computer Applications	50 ACC 333	3
Management	50 BUS 315	3
Marketing	50 BUS 303	3

### (3) International Baccalaureate (IB): (Score range 1-7)

Students who earned an International Baccalaureate Diploma at the conclusion of their high school curriculum are not required to take the SAT or ACT for admission to Wesleyan College.

Wesleyan College awards credit for all higher level and standard level International Baccalaureate (IB) courses for which it has a comparable program. To receive credit, students must earn a score of at least 4 on the examination for that course. Upon receipt of an IB transcript and college admission, students will be awarded up to 30 semester hours of academic credit, with course equivalencies to be determined by program directors in the appropriate disciplines and the registrar. Thirty hours is the maximum amount of credit a student may receive for all credit by examinations.

IB Course	Score	Course Equivalent	Hrs
<b>GROUP 1</b>			
Language A1	4	ENG 101 & 102	6
<b>GROUP 2</b> <i>*Chinese (Mandarin), French, German, Japanese, or Spanish</i>			
Language B HL	4	* 102	3
	5	* 102 & 211	6
	6-7	*102, 211 & 212	9
Language B SL	5	*102	3
	6-7	*102 & 211	6
<b>GROUP 3</b>			
Business	4	BUS 105	3
Economics	4	ECO 102 & 104	6
History (SL)	4	HIS 120 <u>or</u> HIS 125	3
History of Americas	4	HIS 130 & 135	6
History of Europe	4	HIS 120 & 125	6

Management	4	BUS 106	3
Psychology	4	PSY 101	3

#### GROUP 4

Biology (SL)	4	BIO 110	4
Biology (HL)	4	BIO 110 & 112	8
Chemistry (SL)	4	CHM 101	4
Chemistry (HL)	4	CHM 101 & 102	8
Physics	4	PHY 115	4

#### GROUP 5

Further Mathematics (HL)	4	MAT 205 & 206	6
Mathematical Studies (SL)	4	MAT 130 & 192	6
Mathematics (SL)	4	MAT 140 & 192	6
Mathematics (HL)	4	MAT 140 & 205	6

#### GROUP 6

Music	4	MUS 150	3
Theatre	4	THE 110	3
Visual Arts	4	ARH 126	3

#### (4) Cambridge International Examinations (CIE): A-Levels

Art	A, B, C*
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*\*Note: Students who score C or higher are invited to submit a portfolio to the faculty in the art department for review. The student will be asked to write a two-page analysis of her work and to discuss the work with the*

art faculty, after which the faculty will determine the course(s), if any, for which the student may receive credit.

Biology	A, B, C	BIO 110 & 112	8
Business Studies	A, B	BUS 105	3
Chemistry*	A, B	CHM 101 & 102	8*

*Note: \*Credit will be awarded upon successful completion of CHM 101L and 102L or upon successful completion of a higher-level, laboratory-intensive course in chemistry.*

Economics	A, B	ECO 102 & 104	6
English	A, B	ENG 102	3
French	A, B	FRN 211 & 212	6
History	A, B	HIS Elective	3
Mathematics	A, B	MAT 205 & 206*	6

*\*Note: MAT 206 credit awarded only if an A is earned.*

Physics	A, B	PHY 115*	4*
Politics and Government	A, B	POL Elective	3
Psychology	A, B, C	PSY 101	3
Spanish	A, B	SPA 211 & 212	6

## **(5) Departmental Examinations**

With the permission of the faculty, a student may challenge a course(s) within the curriculum through departmental examination. Students seeking to challenge a course for credit should consult with the faculty member who teaches the course for the appropriate procedure. Credit earned through departmental examination is recorded as credit only. Neither a grade nor honor points is assigned to credit earned through a departmental challenge exam. Consult the Wesleyan College Catalogue for fees associated with course challenge.

## Programs for Academic Enrichment

**Academic Honors.** Wesleyan College recognizes its students' superior academic work through the President's Scholars, the Provost's List, senior honors (Latin), Junior Marshals, and through election to various campus honor societies.

**President's Scholars:** Full-time students who during one semester, including summer, pass all their courses and earn a grade point average of 4.00 are named as President's Scholars for the semester.

**Provost's List:** Full-time students who during one semester, including summer, pass in all their courses and maintain a grade point average of 3.50 to 3.99 are named to the Provost's List for the semester.

**Senior Honors:** Requirements for graduating with honors at the bachelor's degree level are:

*summa cum laude*

1. Attains a cumulative grade point average (GPA) of at least 3.90 for all work completed at Wesleyan and any work accepted for transfer credit; however, the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.
2. Completes at least 60 semester hours of graded course work at Wesleyan College.
3. Takes all courses for a grade with the exception of one course and those which may only be taken for Credit/No Credit.

*magna cum laude*

1. Attains a cumulative grade point average (GPA) of at least 3.70 for all work completed at Wesleyan and any work accepted for transfer credit; however, the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.
2. Completes at least 60 semester hours of graded course work at Wesleyan College.
3. Takes all courses for a grade with the exception of one course and those which may only be taken for Credit/No Credit.

*cum laude*

1. Attains a cumulative grade point average (GPA) of at least 3.50 for all work completed at Wesleyan and any work accepted for transfer credit; however, the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.
2. Completes at least 60 semester hours of graded course work at Wesleyan College.
3. Takes all courses for a grade with the exception of one course and those which may only be taken for Credit/No Credit.

For senior honors, grades accepted for transfer credit to Wesleyan will be computed in the cumulative GPA, but the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.

Wesleyan graduates with an undergraduate degree who return to Wesleyan for a second undergraduate degree, or students who come to Wesleyan for a second undergraduate degree from an institution of higher education accredited by an institutional accreditor, will continue adding to their previous GPA for cumulative hours.

Honors will be recognized during the annual commencement ceremony and will not be announced to students prior to distribution of the commencement program. For those allowed to participate in the commencement ceremony prior to completion of degree requirements, calculation for announcement of honors at the ceremony will be determined based on the current GPA using the same rules as stated above. However, honors will be recalculated after completion of all degree requirements and the notation of honors on the transcript will not be placed until the degree is conferred.

**Junior Marshals.** Junior Marshals are selected during spring semester each year from full-time students in the rising Junior Class to serve as guides in the processional and recession at formal academic occasions in the next academic year. At the point of selection, candidates for Junior Marshal positions must have completed forty-five (45) hours of academic work, at least thirty (30) of which must be at Wesleyan College. The Provost of the College, the Registrar of the

College, the Dean of Students and the Faculty Marshal comprise the selection committee. The committee may solicit information from Faculty and Student Affairs Staff as needed. Selection criteria include cumulative grade point average, proven leadership in student organizations as evidenced on the Co-Curricular transcript, and character traits including punctuality, reliability, and commitment.

**Honors Research.** Wesleyan College encourages exemplary students to conduct and present rigorous scholarly research in close consultation with faculty members. A student may participate in honors research by completing an honors thesis during her senior year or by making a presentation at a conference off campus.

### **Eligibility for Completing the Honors Thesis**

1. A full-time student who began her college career at Wesleyan and who, at the beginning of her senior year at the college, has a 3.50 or higher cumulative grade point average overall and in her major is eligible to register for thesis credit and complete the honors thesis.
2. A full-time student who transfers into Wesleyan from an institutionally accredited college or university and achieves a grade point average of 3.50 or higher overall and in her major after 90 semester hours of academic work is eligible to register for thesis credit and complete the honors thesis.
3. To be eligible for the honors thesis, a student must complete at least four courses within her major by the beginning of the spring semester of her junior year. \*
4. Under certain circumstances, a student may appeal to the College Provost to register for thesis credit and complete the honors thesis.

### **Eligibility to Continue Thesis Research**

A student conducting research for an honors thesis must maintain a grade point average of at least 3.50 overall and in her major throughout the senior year in order to be eligible to continue her research into the second semester and complete the honors thesis. Students who do not meet this standard will no longer be eligible to complete the honors thesis.

### **The Honors Thesis**

A student wishing to write an honors thesis must consult with her major advisor early during the spring semester of her junior year. She must submit an application and syllabus for XXX 499, designed with her advisor, to the director of her major program and the registrar no later than the end of the spring semester of the junior year.

During her senior year, a thesis student will complete and present the results of her research. The thesis constitutes an in-depth exploration of some area within her major field. Involvement in the honors thesis shall be six semester hours, divided between her last two semesters, and will be noted on the student's transcript as XXX 499. At the beginning of the fall semester of her senior year, a student should establish her thesis committee, and throughout the fall and spring semesters of senior year, students should meet regularly with her thesis advisor(s). Honors thesis hours need not count toward the maximum hours allowed in a major. Note: There is a one-time course fee for XXX 499.

By the end of the fall semester of her senior year, the thesis student shall submit her literature review, introduction, methods, and bibliography to her thesis advisor. One week before Celebrating Student Scholarship Day in spring semester, she should submit a complete first draft to her thesis committee. Students completing the honors thesis are required to present their findings to faculty and peers during Celebrating Student Scholarship Day. The oral defense and the revised and signed thesis are due by Reading Day of spring semester.

The completion of the thesis shall be noted on the student's final transcript, with the notation to include the thesis title.

### **Thesis Research to Be Construed Broadly**

There is a great deal of variation between academic fields regarding what constitutes serious scholarly work. Depending on the field, this may include performances or the display of tangible creative works. Such scholarly work is eligible for consideration for the completion of thesis requirements, provided that 1) a permanent record of the work is created for the

college's collection, 2) the student's advisor approves of the work in the same manner that other thesis work is approved, and 3) the student meets all other requirements for the completion of the thesis.

\*Students graduating in December should follow the modified schedule and checklist available on WesPortal, WesNet tab. These students should meet with their advisor(s) during the second semester of their junior year to set up a schedule for the completion of their thesis requirements.

## **Conference Presentations**

Wesleyan College encourages students to present high-quality research and other scholarly work at state, regional and national conferences. Students are encouraged to consult with their advisors regarding appropriate venues at which to present their work. In many fields, conferences accept proposals for presentations by undergraduate students, and there are similar opportunities at a number of interdisciplinary conferences. The college maintains membership in the Southern Regional Honors Council and the Georgia Collegiate Honors Council, and students are eligible to apply to present their work at those organizations' annual conferences. There is also a list of conferences that accept undergraduate work available on the WesPortal, WesNet tab. A student's advisor is likely to be the best source of information about conference opportunities.

The college will provide limited funding to cover travel, lodging and registration expenses on a competitive basis. To be eligible for consideration for funding, a student must have a grade point average of at least 3.50 overall and in her major, as well as have a recommendation from a faculty member who is supervising her research. Applications for conference funding will be considered by a committee composed of the director of honors research, the director of the Global Scholars Program and the directors of the Findlay, Munroe and Lane scholarship programs. Because of budgetary considerations, even well qualified projects may not be awarded funding. Students who receive funding back must complete a report on their presentation to the director of honors research no later than Reading Day of the semester in which the conference occurs. Students who do not make a presentation as planned must repay to the college any funds received. Because of the limited funding available, college funding will be available for no more than one conference per student.

## **Honor Societies and Professional Fraternities.**

**Alpha Kappa Psi.** Alpha Kappa Psi, the first professional fraternity in business, was founded at New York University in 1904 and chartered at Wesleyan in 1989. Students with a business major or minor are eligible for membership. Members must have high moral character and satisfactory academic standing.

**Alpha Lambda Delta.** This national scholastic honor society recognizes outstanding academic achievement during the first year. Founded nationally in 1923, a chapter was established at Wesleyan in 1987. To be eligible for membership, first-year students must be enrolled full-time, earn a cumulative grade point average of 3.50 or better, and be among the top 20 percent of their class.

**Beta Beta Beta.** Beta Beta Beta is a national honor society for biologists. Founded nationally in 1922, a chapter was established at Wesleyan in 1977. Rising juniors and senior biology majors are chosen on the basis of academic achievement, both in the major and in general scholarship.

**Kappa Mu Epsilon.** KME, a specialized honor society in mathematics, established the Georgia Epsilon chapter at Wesleyan in 2010. KME was founded in 1931 to promote the interest of mathematics among undergraduate students. Its chapters are located in colleges and universities of recognized standing which offer a strong mathematics major. The chapters' members are selected from students of mathematics and other closely related fields who have maintained standards of scholarship, have professional merit, and have attained academic distinction.

**Mortar Board.** The Crown and Scepter chapter of Mortar Board was founded at Wesleyan in 1971. Mortar Board is a national senior honor society founded for the advancement of women. Membership is based on scholarship, leadership, and service, and is offered to a select group of rising seniors every spring.

**Phi Kappa Phi.** The Honor Society of Phi Kappa Phi is a national honor society recognizing academe achievement in all departments. The Wesleyan chapter was established in 1969. It seeks to stimulate scholarship in all fields of learning. Only those juniors who are in the upper 7.5 percent and seniors in the upper 10 percent of their classes may be considered for membership. Character and service are also considered.



**Phi Sigma Iota.** The International Foreign Language Honor Society began in 1917 at Allegheny College. The Sigma Omicron chapter of Phi Sigma Iota was established on the Wesleyan campus in 1966. The Society seeks to recognize outstanding achievement and abilities of students pursuing a curriculum which emphasizes foreign languages, literatures, and cultures. Students who have completed at least three semesters at Wesleyan, who have reached at least the fifth semester level of the foreign language they study, and who have a 3.00 average or better in the declared major/minor and in overall coursework are eligible for membership.

**Pi Gamma Mu.** Installed at Wesleyan in 1959, Pi Gamma Mu is a national honor society in social science. To be eligible, a student must have earned at least twenty semester hours in the social sciences with a B average and be in the upper 35% of her class.

**Psi Chi.** A chapter of Psi Chi, a national honor society in psychology, was established at Wesleyan College in 1980. To be eligible for membership, a student must have declared a major in psychology, completed eight semester hours of psychology, or six semester hours and registered for at least two semester hours in addition. Grade point averages of 3.267 in general scholarship and 3.3 in the major are required.

**Convocations.** The Wesleyan Convocation Series contributes to a strong academic atmosphere for students, faculty, and staff by bringing to the campus outstanding scholars and performers in varied areas and providing opportunities for meaningful community service. In addition to providing enrichment beyond classroom experiences, the Convocations also serve the purpose of providing a time for the entire campus community to meet together. The Convocation Series will support the mission of the college.

**Criteria for Convocations** Convocations should contribute to the campus's academic atmosphere. Ceremonial occasions celebrating the life and accomplishments of the Wesleyan community (Fall Convocation and Honors Day Convocation, for example) and endowed lectures (such as the Lamar Lecture, the Belk Lecture, and the Carnes Lecture) are vital to the campus environment.

As a part of a liberal arts education, Convocations expose students to a broad knowledge base often outside of the student's major and stimulate thought on a wide range of subjects. They also offer opportunities for students to explore academic and co-curricular interests outside of the classroom. Convocations provide occasions for students to question and explore the issues that affect their lives and futures.

Convocations should be organized with a clear academic goal in mind. Events must go beyond a conversation among students to include expertise not available within the general student population (faculty, staff, community members, etc.). Club meetings and events designed for smaller groups of students (a class, for instance) are not appropriate for a Convocation.

### **Procedures**

1. Wesleyan College shall offer 20 convocations per semester. The complete Convocation calendar will be released on or before the first day of classes each fall and spring semester.

2. The deadline for submitting Convocation requests for the fall semester is May 1. If the maximum number of 20 convocations is not reached at that deadline, additional requests are due August 1. The deadline for submitting convocation requests for the spring semester is October 1. If the maximum number of 20 convocations is not reached at that deadline, additional requests are due November 1. Applications should be submitted electronically to the chair of P&E.

3. Convocations may be scheduled for 11:15am on Thursdays, evenings, or weekends. Convocations will not be scheduled for 11:15am on Tuesdays.

4. Any materials purchased with funds from the Programs and Exhibitions Committee budget are the property of Wesleyan College and should be housed where they are accessible to the College community.

5. Student groups wishing to sponsor a convocation must obtain their faculty sponsor's and Director of Student Involvement's approvals prior to submitting the convocation request.

6. Campus constituencies may certainly hold events that are not part of the convocation series. Also, opportunities for quality events often arise suddenly; events may be funded through Programs and Exhibitions that are not part of the convocation series.

### **Student Requirements**

1. To earn convocation credit, students must be present for the entire event. Furthermore, students must behave professionally during the event. Activities (such as texting or talking on cell phones) that distract others and signal disrespect for speakers/presenters and audience will not be tolerated. Lack of adherence to these guidelines constitutes an Honor Code violation, and the student will not receive convocation credit for the event.

2. Each fall and spring semesters, all Wesleyan students have the opportunity to have earn a 0.25 credit hour GPA boost (A, 4.00) and noted on her transcript as Convocation Attendance. Credit earned for convocation attendance will boost a student's Wesleyan institutional GPA. However, credit hours earned do not apply towards graduation. Convocation credits do not apply to full-time/part-time credit hours. The convocation credit GPA boost may not apply to GPA's configured for external scholarships and/or federal and state aid programs; it will apply to President's Scholar, Provost's List, and Latin honors. To earn the 0.25 credit hour GPA boost, a student must meet the following requirements:

- a. For Fall Semester: 6 Convocations; Attendance at Fall Convocation will count as two Convocations
- b. For Spring Semester: 6 Convocations total; Attendance at TBD number of Celebrating Student Scholarship presentations will count as two Convocations.
- c. Each term, no later than the last class day (before finals), Student Affairs will inform the Registrar of the students who attended the required amount of convocations. The Registrar will add students to the Convocation class and post an A grade.

3. Each semester students who completes the convocation attendance requirement will be entered into a drawing for a \$100 gift card.

**Instructional Technology Program.** The objective of the Instructional Technology Program is to prepare women to live in the twenty-first century by teaching them to use the computer as a tool for learning, thinking, and communicating. To this end, the college offers courses in alternative electronic hybrid and online formats. Students in "hybrid" courses meet approximately half of the time in classroom or laboratory sessions and half of the time in collaborative online settings. Students in "online" courses interact predominantly through collaborative online means. Because some face-to-face interaction is essential for instructional continuity, electronic courses must involve a preterm meeting to orient students to the technology and requirements of online work.

Wesleyan College requires all full-time students to have a personal computer which meets minimum specifications. For information or current specifications, contact the Director of Computer and Information Resources at 478-757-5125.

Wesleyan is committed to providing students with the opportunity to use technology appropriate for their field of study. Students have access to both private e-mail and access to WesPortal, the College's intranet. The use of the systems must comply with the College's network policy which fully supports the EDUCOM Code for the protection of software and intellectual rights.

Wesleyan College provides students with (Wi-Fi) wireless network connection throughout the campus. These connections afford students the opportunity to browse the Internet, conduct research, and develop an appreciation for the ever-changing world of digital information.

Several computer laboratories and electronic classrooms are available for specialized activities such as scanning, statistical analysis, multimedia development, multimedia presentations, and Web page creation. Most courses involve direct use of computer and web-based resources. The Jenzabar learning management system facilitates sharing course resources, grading, bulletin-board and chat-based discussions. Students have access to electronic databases and Georgia inter-library loans and downloads as well as extensive use of virtual exploration programs and electronic simulations.

Information Technology Assistants are available to provide computer support and training.

**Transfer, Dual Degree and Articulation Agreements.** Wesleyan College provides programs that, under certain conditions, facilitate student transfers from several junior colleges in Georgia and North Carolina. Current articulation agreements include Andrew College, Georgia Military College, and Louisburg College. For more information, contact the Registrar's Office.

Students enrolled in Wesleyan College's Dual-Degree Engineering program will negotiate their transfer and completion of the program with Auburn University or Georgia Institute of Technology. Wesleyan College provides a Dual-Degree Engineering advisor to students who seek this opportunity.

Under limited conditions, Mercer University and Wesleyan College allow their students to cross-register for courses at each other's institution. Other cross-registration collaborations include Acadeum and RIZE.

Wesleyan College offers students a variety of online courses through Acadeum, a network of accredited colleges and universities that share online course offerings. To see the courses available, visit <https://www.collegeconsortium.org/institutions/wesleyan-college/>

Cross-registration courses provide you an opportunity to get ahead in coursework or to repeat a course to improve your grade point average. Courses will affect your grade-point average just like a Wesleyan College course.

Besides standard tuition and Wesleyan fees, there are no additional charges for summer classes completed through Acadeum. Although, course fees apply in the fall and spring semesters. You may use Wesleyan College financial aid. Required textbooks are not provided and must be purchased on your own.

Grades earned for courses attempted through cross-registration will count in the Grade Point Average at the home institution. Contact the Registrar's Office for approval before considering this option.

**Study Abroad Programs.** The International Study Abroad and Exchange Program of Wesleyan College provides outstanding academic opportunities. These programs extend the boundaries of our campus, widen our educational horizon, and encourage personal and academic growth through semester, summer, or year-long studies in a variety of countries.

Wesleyan College is an associate member of the International Education of Students (IES) consortium which provides access to a wide range of institutionally approved international programs in popular destinations around the world. Wesleyan College is also a member of MISEN (Methodist International Student Exchange Network) which provides access to international programs in the MISEN network. Wesleyan College also has direct exchange agreements through the Business Education Initiative with Queen's University in Northern Ireland and with the following institutions:

Sookmyung Women's University, South Korea

Ewha Woman's University, South Korea

Osaka University, Japan

Hiroshima Jogakuin University, Japan

Guangzhou University, People's Republic of China

Additionally, Wesleyan College has a Memorandum of Understanding to promote academic collaboration and exchanges with Guangzhou University, South China Normal University, and South China University of Technology in Guangzhou, People's Republic of China.

Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees and master's degrees. Neither Sookmyung Women's University, Ewha Woman's University, Osaka University, South China Normal University, Guangzhou University, South China University of Technology, nor Queen's University (Belfast, Northern Ireland) herein referred to as partner institutions is accredited by the Commission on Colleges, and the accreditation of Wesleyan College does not extend to or include these partner institutions nor its students. Although Wesleyan College accepts certain course work in transfer toward a credential from the partner institutions, or collaborates in other ways for generation of course credits or program credentials, other colleges and

universities may or may not accept this work in transfer, even if it appears on a transcript from Wesleyan College. This decision is made by the institution subsequently considering the possibility of accepting such credits.

## **Eligibility and Requirements**

Undergraduate students must have a 3.00 cumulative grade point average, sophomore standing or greater, be in good academic standing, and have the initial approval of their academic advisors and program directors.

Each student preparing for international study abroad is required to participate in an orientation session the semester before the international program begins and make a presentation after she returns to Wesleyan. The orientation session explores observing other cultures, language learning outside of the classroom, journal writing, as well as practical health, safety, and financial concerns. Students are expected to keep a journal of their experiences to share with the Wesleyan community following their return home.

## **Credits and Transcripts**

Course pre-approval will be coordinated by the Study Abroad Committee through the student's academic advisor, the Provost of the College, and the Registrar of the College.

## **Application**

Application for study abroad must be made on forms provided by the Study Abroad Center in Tate Hall. All students must submit a Wesleyan International and Study Abroad application with a \$50 deposit. Our cooperative agreement programs may require additional applicant fees or deposits. Applications will be available by early December.

The application for a direct exchange includes a letter of recommendation from the student's academic advisor. The application process may be competitive, and all application materials are due by February 1. Students will be notified as soon as possible regarding their acceptance and placement.

## **Program Costs and Financial Aid**

The cost of each institutionally approved international program varies. Program costs are dependent upon the student's financial aid and the type of program in which the student enrolls. Students may apply for the Royal Endowed Scholarship for Study Abroad. Contact the Study Abroad Office for more information about the royal Endowed Scholarship for Study Abroad. Other scholarships are provided by IES, Phi Kappa Phi, and the Benjamin A. Gilman International Scholarship Program. Contact the Office of Financial Aid for more information about these scholarships.

## **Transportation, Insurance, Passports, and Visas**

Students are responsible for making their own travel arrangements. Students are required to show proof of medical insurance for the duration of the program. For international study, this insurance should include both medical evacuation and repatriation benefits. The purchase of special insurance policies might be required by participating host institutions and consortia. Students are responsible for obtaining or renewing their passports and securing proper visas for international study. Each student must submit evidence of a valid passport before receiving final approval. For further information, please contact the Academic Study Abroad Director at [studyabroad@wesleyancollege.edu](mailto:studyabroad@wesleyancollege.edu).

**Internship and Professional Development Experience Programs.** Wesleyan College's Professional Development Experience (PDE) Program is a significant component of Wesleyan's overall academic curriculum. Through this program, students are able to relate theory to actual practice, reflect upon issues and concepts related to their experience, and gain valuable work experience while continuing their academic studies.

Two levels of practical experience carry corresponding course descriptions. For the beginning student, a lower division course, Field Study 199, serves as an introduction to special areas in a career in which a student is interested. Consisting primarily of observation, the 199 exploratory internship allows the student to obtain a broad overview of a potential career while receiving credit for the experience. Field Study 452 is a more detailed program through which students with substantial relevant coursework obtain knowledge of a career and the opportunity to develop specific competencies

necessary for entry level employment in that field. In addition, all students with graduation dates of May 2020 or later will be required to obtain at least one credit hour of PDE 400.

Variable academic credit is permitted for internships, but no more than twelve semester hours of field study credit will be counted toward the fulfillment of graduation requirements. **During any given semester, one semester hour of academic credit earned equals a minimum of 48 hours dedicated to internship activities, 2 credit hours equals 96 activity hours, 3 credit hours equals 144 activity hours, and so on.** A student may not register for more than twelve semester hours of internship credit in a semester.

Two levels of practical experience carry corresponding course descriptions. First, for students who do not have 60 credits hours yet or who want to earn elective credits within their major, a major-specific course (Field Study 452) serves as an introduction to a career in which a student is interested. Field Study 452 is a credit/no credit course through which students with some relevant coursework obtain knowledge of a career and the opportunity to develop specific competencies necessary for entry level employment in that field.

Second, the PDE 400 course is the primary way through which students earn credit for completing experiential learning opportunities. All students (except for Nursing and Education majors) are required to earn at least one credit hour of PDE 400 in order to graduate. The purpose of PDE 400 is designed to have students make connections between coursework and co-curricular activities, develop their career and professional goals, and apply their skills and knowledge in a professional setting or project. A student earns PDE 400 credit through completing an intentional, personalized, in-depth experiential learning activity, while concurrently enrolled in an online Canvas course. PDE 400 is taken for a letter grade. Students must have completed 60 credit hours before enrolling in PDE 400.

In order to enroll in either Field Study 452 or PDE 400, students must first secure a relevant experience. The Center for Career Development can provide resources and guidance as the student seeks to find an experience that fits their career goals. After the student secures their experience, they coordinate with the Center for Career Development to request approval to be enrolled in PDE 400 or Field Study 452. To ensure the academic quality of these professional experiences, students work closely with their advisor and supervisor to create learning outcomes, identify learning-focused projects, and complete performance evaluations. All applications will be approved by the student's academic advisor, supervisor, course instructor, and the Center for Career Development. Further instructions regarding internships and PDE 400 experiences are available on the Career Development section of WesNet.

And finally, all students (except for Nursing and Education majors) are required to complete the one credit hour PDE 401 course in order to graduate. PDE 401 (Professional Practice Seminar) is a course in which students reflect on their liberal arts education, explore professional and career choices, and prepare for future professional success. The course incorporates several learning experiences designed to support students in the process of professional discernment and development of knowledge and skills in preparation of graduate school and career. Multiple sections of this course are offered every term. It is recommended that students take this course in the spring semester of their junior year.

**Academic Resource Center.** The Academic Resource Center (ARC) is committed to providing academic resources, programs and services that promote the development and academic success of all Wesleyan students. Group workshops and individual sessions are held throughout the academic year in addition to special topic seminars that provide students with information about academic and personal success. Peer tutoring is a free resource provided to all students and is available by individual appointment and in group sessions. The ARC is located on the ground floor of Willet Memorial Library and is open 24 hours a day/7 days a week for student use. Contact the Director of Student Success for questions regarding Academic Center Services.

**Disability Resources.** Wesleyan College is committed to equal education and full participation for all students. Disability Services is committed to supporting students with disabilities. The Director of Disability and Advocacy Services oversees the implementation of disability related programs and services.

If a student with a disability wishes to receive an accommodation, it is the responsibility of the student to inform the Director of Disability and Advocacy Services and request an accommodation by completing the Disability Services Request Form. The student must provide current documentation from a qualified licensed professional as soon as possible, prior to when accommodations are desired. The documentation should include the specific diagnosis attributing to the disability, how the diagnosis was determined, and effects the disability will have on the student's collegiate life. Students may request a Wesleyan College Disability Services Verification Form on which a licensed professional can provide this information.

If the submitted documentation meets the requirements, the Director of Disability and Advocacy Services will approve reasonable accommodations and notify the student of this approval. If the documentation does not meet the requirements, the Director of Disability and Advocacy Services will inform the student that additional information or contact with the medical professional is required. If a student feels as though she has been denied a reasonable accommodation or is dissatisfied with the determination that they are not eligible as an otherwise qualified individual with a disability the student may appeal in writing according to the Process for appealing decisions by the Office of Disability Services.

Once approval of the accommodation request has been obtained from the Director of Disability and Advocacy Services the student is expected to identify herself and present the documentation provided by Disability Services to the appropriate staff or faculty member as soon as possible. The student is then expected to meet with the appropriate staff or faculty member to determine how accommodations will be administered. The student will then return the paperwork to Disability Resources in order to finalize the accommodations.

Accommodations that decrease the integrity of a course or program or cause an undue burden will not be approved. Accommodations will not be granted retroactively. Accommodations will be determined on an individual basis according to specific student needs. To continue to be considered for academic accommodations, a student must request services each semester. Other accommodation requests must be made annually.

**Willet Memorial Library.** The Lucy Lester Willet Memorial Library offers a variety of print and electronic resources to support student research and the College curriculum. The library's strong liberal arts core collection includes more than 140,000 books, 33,900 microforms, and more than 500 print and online periodical subscriptions. The library provides extensive electronic resources, including more than 100 databases containing periodical indexing, full-text journals and reference works supporting a full range of curricular programs. Many of these are available through the statewide GALILEO (Georgia Library Learning Online) project. Through Wesleyan's membership in the Georgia Private Academic Libraries (GPALS) consortium, students can enjoy access to the library collections of 20 other academic libraries in the state in addition to being able to borrow materials from libraries nationally *via* interlibrary loan. Professional librarians offer reference and research assistance, workshops, and other learning opportunities designed to foster information-literacy skills for academic success and life-long learning. Library hours before and during holidays may change. Hours for holidays and summer session are posted on the [Library's website](#).

**Writing Center.** The Writing Center is available to all students who need help improving their writing skills in general or enhancing a piece of writing in particular. Students may schedule appointments or drop in to work with trained peer tutors. The Writing Center is located in the Academic Resource Center on the ground floor of Willett Memorial Library.

## Undergraduate Academic Programs

Wesleyan College offers three baccalaureate degree programs:

- [Bachelor of Arts \(AB, \*Artium Baccalaureae\*\)](#)
- [Bachelor of Fine Arts \(BFA\)](#)
- [Bachelor of Science in Nursing \(BSN\)](#)

## Bachelor of Arts

**Bachelor of Arts - (AB, *Artium Baccalaureae*)** Wesleyan offers the bachelor of arts degree through a rigorous four-year curriculum in the liberal arts and sciences that is faithful to the origins of the college and that encompasses the best of current thinking about education. The curriculum ensures depth of knowledge through the required major and the optional minor. It ensures breadth of learning through an exciting, learner-centered general education program that grows directly out of the mission of the college.

### Requirements for the Bachelor of Arts

#### I. The student must satisfy proficiency in modern foreign language and writing.

##### A. Modern Foreign Language Proficiency Requirement

Wesleyan values the insights into other cultures that people learn through the study of modern foreign languages and thus requires a minimum of two semesters of one language or its equivalent. The College offers beginning courses in Chinese (Mandarin), French, German, Japanese, and Spanish for students who do not already meet the requirement upon matriculation.

##### Means of meeting the Modern Foreign Language Proficiency Requirement:

1. Students entering Wesleyan may show proficiency in Chinese (Mandarin), French, German, Japanese, or Spanish through taking the College's new student assessments and placing above the second-semester level of the language (101 and 102). Students who place out of the first-semester (101) level will complete the requirement by taking the second-semester (102) course. Students placed into SPA 102 are encouraged to take SPA 100 in the semester prior to SPA 102 as a review, especially if they have not been in a Spanish class for more than a year.
2. Students may complete courses through the second-semester level (both 101 and 102 in Chinese, French, German, Japanese, or Spanish). A student must earn a grade of C or better in these courses in order to continue into the next course and to earn proficiency credit. If a student repeats a course in which she has earned a D or F, she will receive credit for the hours only one time. Courses taken to meet the proficiency requirement may not be taken on the Credit/No Credit grading option.
3. International students whose home country does not have English as an official language according to The World Factbook of the Central Intelligence Agency, and who were required to take the TOEFL as part of the college admission process, will be exempted from the foreign language proficiency requirement, but may take language courses as part of their regular course of study. Exempted students will not receive any credit hours for the exemption.

##### B. Means of meeting the Writing Proficiency Requirement:

1. Students with an SAT Evidence-Based Reading & Writing score below 510 or a composite ACT score below 19 must enroll in WRI 101 in their first two semesters at Wesleyan and may not withdraw from the course. WRI 101 is a credit-bearing course designed to help students achieve proficiency at college-level writing.
2. Non-native speakers of English may enroll in WRI 100 in lieu of WRI 101.
3. Students who do not pass WRI 101 or WRI 100 with a C or better must retake the course the following semester. If students must retake WRI 101 or 100 because they earned a D or F, they will receive credit for the hours only one time.
4. Students transferring credit for the equivalent of ENG 101 or ENG 102 do not need to enroll in WRI 100/101. However, if their SAT Evidence-Based Reading & Writing score is below 510 or their composite ACT score is below 19, they are strongly encouraged to take the course.

#### II. The student must complete the Wesleyan general education program.

**The Wesleyan General Education Program.** Wesleyan College's General Education Program gives women the chance to gain knowledge and develop skills needed to live purposefully and successfully in a rapidly changing world. The Wesleyan College General Education Program broadens women's perspectives and encourages innovation. A successful

Wesleyan College graduate integrates knowledge from many sources, thinks deeply and creatively, and understands and responds to her individual, local, and global responsibilities. A Wesleyan College graduate sees the importance of and makes connections among liberal arts disciplines: humanities and fine arts, social sciences, natural sciences and mathematics. She lives as an engaged citizen, making sound ethical and personal decisions, communicating her views clearly and persuasively and working in communities to solve problems.

The General Education curriculum provides academic experiences for students to hone their intellectual, expressive, and creative skills individually and collaboratively. The curriculum enables students to learn about the world through a variety of disciplinary perspectives and ways of learning. Many of these experiences also challenge disciplinary boundaries, encouraging students to integrate strategies for understanding, analyzing, evaluating, and contributing to a body of knowledge. Students build a foundation through writing, speaking, and quantitative reasoning courses as well as Wesleyan's First-Year Seminar. Additionally, students explore domains of knowledge and synthesizing perspectives by taking courses in the following areas: 1) Historical Events and Phenomena, 2) the Natural World, 3) Individuals and Communities, 4) Thinking and Expressing Creatively, 5) Women's Experiences and 6) the Diverse and Interdependent World.

The General Education Program at Wesleyan College requires 34-35 credit hours and a minimum of 11 courses, distributed as follows:

- 4 courses in **foundation building**
- 4 courses for **exploring** fundamental issues that meet different learning objectives
- 3 courses for **synthesizing perspectives** while expanding foundational knowledge

In the process of completing these courses, students shall take two courses (with different prefixes) from each of the following four academic divisions:

- fine arts
- humanities
- natural science and mathematics
- social and behavioral sciences/professional studies.

The requirements of the General Education Program are closely tied to the foundation building categories and six domains of knowledge outlined below. The details of each of the various required courses are explained in sections A-D below.

**Foundation Building.** As she pursues her studies in general education, a Wesleyan student builds a foundation for knowledge in the following areas:

1. The Wesleyan Integrative Seminar Experience
2. Writing
3. Speaking
4. Quantitative Reasoning

**Domains of Knowledge and Synthesizing Perspectives.** Through her work in General Education, a Wesleyan student develops an understanding of:

1. **Historical events and phenomena:** how current thought, actions, and behaviors are informed by historical events and phenomena;
2. **Natural world:** how the natural world functions;
3. **Individuals and communities:** how individuals function and interact within and among communities;
4. **Thinking and expressing creatively:** how individuals and groups think and express creatively through diverse art forms and media;
5. **Women's experiences:** how women's experiences are shaped by such factors as age, class, ethnicity, gender, race, religion, and sexuality;
6. **Diverse and interdependent world:** how living in a diverse and interdependent world presents both challenges and opportunities.



## **A. Foundation Building: The Wesleyan Integrative Seminar Experience (1 course).**

Each first-year student taking in-person courses shall complete the Wesleyan Integrative Seminar Experience (WISe 101), which will lay the foundation for her future coursework at Wesleyan. Students who enter Wesleyan begin their academic program with this course designed to introduce academic life at Wesleyan by modeling our diverse and challenging academic community, asking students to examine intentionally the value of a Wesleyan education for them, and helping them acquire skills and strategies for success at Wesleyan.

WISe 101 Wesleyan Integrative Seminar Experience focuses on who women are and what tools women need to be successful in today's world. Because it is taken in the first semester out of high school, WISe 101 includes several unique components: (a) WISe 110 is a one-hour leadership lab designed to empower new first year students to develop and apply their leadership skills, which is taught by student affairs professionals/faculty and graded separately; (b) the instructor of each fall section is ordinarily the academic advisor for the student.

Entering first-year students taking in-person courses must complete WISe requirements. Because WISe 101 is fundamental for success at Wesleyan College, students may not withdraw from this course. The only exception is that students who have reached the point in WISe 101 when it is impossible for them to earn a grade above an F, students may petition their WISe instructor and the Director of the First-Year Experience for permission to withdraw from the course. If both the instructor and the Director of the First-Year Experience give permission, the student may withdraw from the course, meet with the Director of the First-Year Experience to plan her academic future, and then take an approved substitute course for WISe credit.

The seminar has five goals:

1. To provide students with an understanding of the nature and value of a Wesleyan education.
2. To provide students with the academic skills foundational to success in college, particularly writing and critical thinking.
3. To provide students with the skills and strategies needed to make a successful transition to college.
4. To have students experience learning as the active construction of knowledge by working together as part of a diverse academic community committed to the free and open exchange of ideas.
5. To expose students to juxtaposed disciplinary methods including women's studies.

**Day Students.** Day students entering Wesleyan in the fall semester directly from high school will fulfill their Wesleyan Integrative Seminar Experience requirements by completing WISe 101 during the fall semester of their first year of college.

Day students entering directly from high school and admitted to the college in January will fulfill their Wesleyan Integrative Seminar Experience requirements by taking an equivalent General Education course as determined by the WIS 101 Faculty Coordinator.

Day students who have earned an associate's degree through joint/dual enrollment while in high school have the option of choosing the First-Year Students curriculum or the Transfer and Online Program curriculum. The student is responsible for notifying the Registrar's Office of her decision before the end of the drop/take period of her first semester. Should the student fail to notify the Registrar before the published end of the drop/take period of her first semester, she will be classified as a transfer student.

If a student does not successfully complete WISe 101 Wesleyan Integrative Seminar Experience I, she will take an equivalent General Education course as determined by the WIS 101 Faculty Coordinator to replace WISe 101.

**Transfer and Online Program Students (either transfers or first-time college students).** Students who have completed two semesters of full-time enrollment at another institution and Online students (either first-time college students or transfers) are exempt from the Wesleyan Integrative Seminar Experience requirements.

**B. Foundation Building: Writing, Speaking, and Quantitative Reasoning (3 courses).** To develop and strengthen skills in writing, oral communication, and quantitative reasoning, each student is required to complete one 3-4 hour course in each of these three areas. The course may be in any field including the major field.

## **Writing**

The Writing Foundation Building course, ENG 101, ensures that students learn to write clearly and correctly to convey their ideas to a variety of professional and academic audiences. It stresses the importance of proper source use, clear argumentation, and an understanding of basic rhetorical formats and professional style guides, such as MLA and APA. Because students will benefit from learning research writing skills early in their academic careers, ENG 101 must be completed within a student's first 30 hours at Wesleyan. Upon completing this requirement, students will demonstrate the ability to 1) incorporate material from credible and relevant sources to support or extend ideas and 2) use appropriate and relevant content and language to develop ideas.

Students who do not meet writing proficiency must successfully complete WRI 101 before they can take ENG 101 and fulfill the Writing Foundation Building requirement. Those students must enroll in WRI 101 in one of their first two semesters.

## **Speaking**

The Speaking Foundation Building requirement is designed to develop in students the ability to think critically, reason soundly, and evaluate evidence correctly. In addition, students should learn to organize information coherently, articulate content clearly, deliver ideas effectively, listen to others appropriately, and engage in constructive discussion and debate in a variety of interpersonal, group, and public contexts. Upon completing this requirement, students will demonstrate the ability to 1) deliver content in an organized, understandable, and compelling way tailored to audience, occasion, and event and 2) use evidence to develop and support claims in an organized way.

Students will fulfill the Speaking Competency requirement by earning or receiving credit for one of the following:

THE 108 African American Theatre (3) - Fine Arts

THE 110 Theatre Practice and Criticism (3) - Fine Arts

COM 202 Public Speaking (3) - Humanities

ENG 217 African American Literature (3) - Humanities

ENG 221 Readings in Race, Class, and Gender (3) - Humanities

REL 110 Introduction to Theology (3) - Humanities

BIO 203 Research Methods in the Natural Sciences (4) - Natural Sciences and Mathematics

HIS 215 Reacting to the Past (3) - Social & Behavioral Sciences/Professional Studies

PSY 106 Introduction to Human Services (3) - Social & Behavioral Sciences/Professional Studies

## **Quantitative Reasoning**

The Quantitative Reasoning Foundation Building requirement is intended to help develop a student's understanding of some of the logical, numerical, and graphical aspects of problems and issues of interest. Such an understanding is needed in our technological society, and has a wide variety of applications in virtually all academic and vocational endeavors.

New students who do not have an SAT or ACT Math score must take a mathematics assessment to determine which of the mathematics courses is most appropriate. A student with an SAT mathematics score of 620 or higher or an ACT mathematics score of 28 or higher may register for any of the Quantitative Reasoning courses listed below except for MAT 206. Placement into MAT 206 (Calculus II) or more advanced mathematics courses will be done through academic advising in consultation with a member of the mathematics faculty. Upon completing this requirement, students will demonstrate the ability to 1) solve quantitative problems in a clear and concise manner and 2) interpret mathematical models such as formulas, graphs, and tables, and draw inferences from them.

Students will fulfill the Quantitative Reasoning Competency requirement by earning or receiving credit for one of the following:

MAT 140 Precalculus Mathematics (3) - Natural Sciences and Mathematics  
MAT 150 Modeling with Algebra (3) - Natural Sciences and Mathematics  
MAT 160 Programming Literacy (3) - Natural Sciences and Mathematics  
MAT 192 Introduction to Mathematical Reasoning (3) - Natural Sciences and Mathematics  
MAT 205 Calculus I (3) - Natural Sciences and Mathematics  
MAT 206 Calculus II (3) - Natural Sciences and Mathematics  
MAT/PSY 220 Statistical Methods (3) - Natural Sciences and Mathematics

**C. Exploring Domains of Knowledge (4 courses).** All Wesleyan students will be exposed to domains of knowledge from different disciplines. The Exploring courses meet the following learning objectives and students will fulfill the Exploring requirement by earning or receiving credit for one of the following in all objectives:

**1. Historical events and phenomena:** how current thought, actions, and behaviors are informed by historical events and phenomena. Upon completing this objective, students will demonstrate the ability to 1) analyze change and continuity in the development of a particular historical event, behavior, or phenomenon and 2) explain the connection between a current event, behavior, or phenomenon and an event or series of events in the past.

ARH 126 Art History I: Prehistoric to 16th Century (3) - Fine Arts  
ARH 230 Art History II: 16th to 20th Century (3) - Fine Arts  
MUS 150 From Bach to Rock (3) - Fine Arts  
FRN 211 Intermediate French I (3) - Humanities  
PHI 101 Introduction to Philosophy (3) - Humanities  
REL 120 Introduction to Christianity (3) - Humanities  
REL 203 Hebrew Bible/Old Testament (3) - Humanities  
SPA 211 Intermediate Spanish I (3) - Humanities  
WGS 200 Women, Culture, & Society (3) - Humanities  
ECO 102 Issues in Macroeconomics (3) - Social & Behavioral Sciences/Professional Studies  
ECO 206 History of Economic Thought (3) - Social & Behavioral Sciences/Professional Studies  
HIS 120 Early Civilizations (3) - Social & Behavioral Sciences/Professional Studies  
HIS 125 Emergence of the Modern World (3) - Social & Behavioral Sciences/Professional Studies  
HIS 130 The American Experience to 1877 (3) - Social & Behavioral Sciences/Professional Studies  
HIS 135 The American Experience from 1877 (3) - Social & Behavioral Sciences/Professional Studies  
HIS 210 The West in the Ancient and Classical Age (3) - Social & Behavioral Sciences/Professional Studies  
HIS 257 African-American History (3) - Social & Behavioral Sciences/Professional Studies

**2. Natural world:** how the natural world functions. Upon completing this objective, students will demonstrate the ability to 1) use empirical evidence to analyze or explain natural phenomena and 2) test hypotheses in a laboratory setting.

BIO 103 Human Biology (4) - Natural Sciences and Mathematics  
BIO 110 Principles of Biology I (4) - Natural Sciences and Mathematics

CHM 101 General Chemistry I (4) - Natural Sciences and Mathematics

ESC 150 Principles of Environmental Science (4) - Natural Sciences and Mathematics

PHY 106 Astronomy (4) - Natural Sciences and Mathematics

PHY 121 General Physics I (4) - Natural Sciences and Mathematics

**3. Individuals and communities:** how individuals function and interact within and among communities. Upon completing this objective, students will demonstrate the ability to 1) analyze how individual and social processes and behaviors shape specific institutions, policies or outcomes and 2) evaluate ethical and moral positions that shape individual or group decisions.

COM 215 Introduction to Media Studies (3) - Humanities

PHI 216 Faith and Doubt (3) - Humanities

PHI 223 Ethics (3) - Humanities

REL 100 Theories and Methods in Religious Studies (3) - Humanities

REL 216 Faith and Doubt (3) - Humanities

BUS 105 Contemporary Business (3) - Social & Behavioral Sciences/Professional Studies

BUS 106 Business Ethics and Society (3) - Social & Behavioral Sciences/Professional Studies

ECO 104 Issues in Microeconomics (3) - Social & Behavioral Sciences/Professional Studies

EDS 114 Understanding Learning (3) - Social & Behavioral Sciences/Professional Studies

POL 115 American Politics (3) - Social & Behavioral Sciences/Professional Studies

POL 240 Introduction to Political Thought (3) - Social & Behavioral Sciences/Professional Studies

PSY 101 General Psychology (3) - Social & Behavioral Sciences/Professional Studies

**4. Thinking and expressing creatively:** how individuals and groups think and express creatively through diverse art forms and media. Upon completing this objective, students will demonstrate the ability to 1) interpret how artworks express meaning and 2) communicate expressively through visual art, writing or performance.

Students may take either one 3-hr course in ART or THE, or three 1-hr MUP courses.

ART 101 Drawing (3) - Fine Arts

ART 106 Understanding Images (3) - Fine Arts

ART 108 3-D Design (3) - Fine Arts

ART 110 Creativity: Art/Design from Nature (3) - Fine Arts

ART 225 Graphic Design (3) - Fine Arts

ART 231 Ceramics (3) - Fine Arts

ART 250 Traditional and Digital Printmaking (3) - Fine Arts

ART 260 Intro to Jewelry (3) - Fine Arts

ART 275 Digital Photography (3) - Fine Arts

EDU 207 Dynamics of Children's Literature - Social & Behavioral Sciences/Professional Studies

ENG 161 Creative Writing (3) - Humanities

MUP 101 Concert Choir (1) - Fine Arts

MUP 104 Percussion Ensemble (1) - Fine Arts

MUP 105/106 Voice Class (1) - Fine Arts

MUP 107/108 Piano Class (1) - Fine Arts

THE 102 Performance and U.S. Culture (3) - Fine Arts

THE 105 Introduction to Theatre (3) - Fine Arts

THE 125 Acting I (3) - Fine Arts

THE 134 Introduction to Theatrical Design (3) - Fine Arts

**D. Synthesizing Perspectives (3 courses).** In addition to building a foundation of knowledge from various disciplines by taking four Exploring courses, each student develops depth of knowledge outside of her major discipline by completing three Synthesizing Perspectives courses. These courses also act as a bridge to help prepare students for the senior integrative experience. In addition to focusing on either women's experiences or a diverse and interdependent world, these courses will also contain a synthesizing element that will give special attention to critical thinking skills. Critical thinking courses allow students to establish expertise in the various techniques of acquiring, organizing, analyzing, interpreting, applying, evaluating, manipulating, and presenting information from a variety of sources. These sources may include texts of information that may be written, visual, or oral. The student will apply these techniques in courses that are writing and discussion intensive. The Synthesizing Perspectives courses meet the following learning objectives and students will fulfill the requirement by earning or receiving credit for at least one course from each category below:

**5. Women's experiences:** how women's experiences are shaped by such factors as age, class, ethnicity, gender, race, religion, and sexuality. Upon completing this objective, students will demonstrate the ability to 1) compare gender expectations over time and across cultures; 2) analyze issues pertaining to one or more of the factors shaping women's experiences; and 3) analyze an issue comprehensively from multiple disciplinary perspectives.

ARH/WGS 354 Women's Issues in Contemporary Art (3) - Fine Arts

MUS/WGS 215 Women, Music and Culture (3) - Fine Arts

THE/WGS 328 Women, Culture, and Theatre (3) - Fine Arts

ENG 300 Literature and Film (3) - Humanities

COM/WGS 305 Mediating Genders (3) - Humanities

REL/WGS 213 Gender and Religion (3) – Humanities

PHI/WGS 355 Seminar in Gender and Philosophy (3) - Humanities

BUS/ECO/WGS 210 Women and Economic Development (3) - Social & Behavioral Sciences/Professional Studies

HIS/WGS 267 Women in World History (3) - Social & Behavioral Sciences/Professional Studies

HIS/WGS 377 Seminar in Women's History (3) - Social & Behavioral Sciences/Professional Studies

POL/WGS 225 Women and Politics (3) - Social & Behavioral Sciences/Professional Studies

PSY 301 Psychology of Gender (3) - Social & Behavioral Sciences/Professional Studies

**6. Diverse and interdependent world:** how living in a diverse and interdependent world presents both challenges and opportunities. Upon completing this objective, students will demonstrate the ability to 1) identify issues arising from increasingly complex global connections; 2) communicate and interact effectively across cultures; and 3) analyze an issue comprehensively from multiple disciplinary perspectives.

TRA 240 Travel Study (3) - Fine Arts

COM 216 Intercultural Communication (3) - Humanities

ENG 205 Perspectives on World Literature (3) - Humanities

ENG 302 Digital Culture (3) - Humanities

FRN 300 Seminar in Francophone Studies (3) - Humanities

HUM 290 Readings in Humanities (3) - Humanities

REL 212 The Abrahamic Traditions (3) - Humanities

REL 225 Exploring the World's Religions (3) - Humanities

SPA 300 Seminar in Latin American Studies (3) - Humanities

TRA 242 Travel Study (3) - Humanities

WGS 250 Cross-Cultural Perspectives on Women (3) - Humanities

TRA 244 Travel Study (3, 4) - Natural Sciences and Mathematics

AST 250 Introduction to Chinese Culture (3) - Social & Behavioral Sciences/Professional Studies

EDS 301 The Playful Learner: Examining Play in Cultures, Society, History, and Marketing (3) - Social & Behavioral Sciences/Professional Studies

EDS 313 Children, Nature, and Society (3) - Social & Behavioral Sciences/Professional Studies

HIS 305 Empires and Diaspora (3) - Social & Behavioral Sciences/Professional Studies

HIS 323 20th Century Genocide (3) - Social & Behavioral Sciences/Professional Studies

HIS 348 Terror and Terrorism in the Modern World (3) - Social & Behavioral Sciences/Professional Studies

HIS 352 American Wars in the 20th Century (3) - Social & Behavioral Sciences/Professional Studies

POL 222 Comparative Politics (3) - Social & Behavioral Sciences/Professional Studies

POL 230 International Relations (3) - Social & Behavioral Sciences/Professional Studies

POL 335 Politics of the Developing World (3) - Social & Behavioral Sciences/Professional Studies

POL 348 Terror and Terrorism in the Modern World (3) - Social & Behavioral Sciences/Professional Studies

POL 351 Nuclear Weapons (3) - Social & Behavioral Sciences/Professional Studies

TRA 246 Travel Study (3) - Social & Behavioral Sciences/Professional Studies

WIS 301 Wesleyan Liberal Arts Seminar (3) - Interdisciplinary

**III. The student must complete the Integrative Experience (1 course).** Each student will also complete a General Education Integrative Experience in which she enhances her capacity for integrative thinking through an interdisciplinary capstone experience that encourages her to make connections between her major and her general education. This experience will help her reflect on the methods, approaches, and/or content of her major discipline and give her an opportunity to connect her discipline with both her general education and with the world outside the classroom. The integrative experience is completed in the major program.

**The Academic Major.** The major is a set of courses and experiences that provides the student with an in-depth study of a discipline or an approved combination of disciplines. It familiarizes students with the methodology of and the current discourse in the field of study. The major consists of introductory courses that provide a broad foundation in the field of study, intermediate courses that provide depth of knowledge, and a capstone experience that integrates the course work of the major. Study in the major enhances the student's ability to analyze information and synthesize increasingly complex ideas.

In the major each student enhances her capacity for integrative thinking through an interdisciplinary experience that encourages her to make connections among the various parts of her course of study and between her academic learning and the world outside the classroom. A student may declare her major in the first semester of her first year; the decision should be made by the end of the sophomore year. A senior must complete all requirements in her major program that are in effect at the time her declaration of major form is submitted to the Registrar's Office.

All major programs consist of at least 27 semester hours. Not more than 48 semester hours in any one discipline may be applied to graduation. A student must maintain an average of at least "C" (minimum 2.00) in the major discipline and must take at least one course in the major during the senior year. Additionally, grades earned in transferred courses that are part of the major are not calculated in the minimum 2.00 grade point average that is required in the major for graduation.

**The following majors are offered:**

Accounting  
Advertising and Marketing Communication  
Applied Data Analysis  
Applied Mathematical Science  
Applied Psychology (admission to Online Program required)  
Art (Bachelor of Fine Arts - BFA)  
Art, Studio  
Arts Management  
Biology  
Business Administration  
Elementary Education  
English  
Environmental Studies and Sustainability  
History, Politics and Global Affairs  
International Business  
Music: (non-performance based, voice, organ, or piano emphasis tracks)  
Neuroscience  
Nursing (Bachelor of Science in Nursing - BSN)  
Psychology  
Religion, Philosophy, and Social Change  
Self-Designed Interdisciplinary  
Spanish  
Women, Gender & Sexuality

**IV. Professional Development.** To experience how a liberal arts education provides a foundation for future professional success; establish academic, personal, and professional goals; and develop and demonstrate tools and strategies for personal and professional growth, each student will undertake a 1-credit hour (minimum) Professional Development Experience (PDE 400) after she has completed 60 hours. A PDE can come in the form of an internship, professional research experience, community service project, creative work culminating in an exhibition or performance, or a self-designed project. Each student will also take a 1 credit hour Professional Practice Seminar (PDE 401.) This course will give students the opportunity to reflect on their liberal arts education, explore professional and career choices and prepare for future professional success.

**V. The final 30 semester hours of course work must be taken at Wesleyan** *(unless prior approval is granted by the Registrar).*

**VI. The student must complete 120 semester hours (or the equivalent) with a cumulative grade point average of C (2.00) or higher and a grade point average of 2.00 in the major and 2.00 in the minor if the student elects a minor.**  
Note: For graduation, students who major in Art (BFA) or Early Childhood Education (AB), must maintain a grade point average of 2.50 in the major and must earn a cumulative grade point average of 2.50.

**The Academic Minor.** A student may select a minor program of study from the departments offering this option. A minor is not required but is offered for those students who wish to study a second discipline in depth. The student must maintain a "C" average (minimum 2.00) in the minor and must complete all requirements in her minor program that are in effect at

the time her declaration of minor form is submitted to the Registrar's Office. At least one course or not fewer than three semester hours of the minor must be completed at Wesleyan.

**The following minors are offered:**

Accounting  
Art, Studio  
Asian Studies  
Biology  
Business  
Chemistry  
Communication  
Digital Marketing  
Economics  
Educational Studies  
English with a Literature Emphasis  
English with a Writing Emphasis  
Environmental Science  
Equine-Assisted Therapy  
Finance  
Forensic Science  
History  
Human Resource Management  
Mathematics  
Music  
Neuroscience  
Organizational Behavior  
Philosophy  
Political Science  
Pre-Law  
Psychology  
Reading  
Religious Studies  
Spanish  
Sport Management  
Strategic Management  
Theatre  
Visual Studies  
Women, Gender & Sexuality

**The following pre-professional programs are offered:**

Allied Health  
Athletic Training  
Dentistry  
Engineering (dual degree)  
Law (accelerated JD)  
Medicine  
Pharmacy  
Seminary  
Veterinary Medicine



**Academic Electives.** The student may select, with the assistance of her academic advisor, elective courses from any department acceptable toward her degree. The student must take one course (three semester hours) outside her major field of study. The following limitations apply to elective courses, internships, and directed independent study:

1. maximum of nine semester hours in applied music for non-music majors;
2. maximum of eight semester hours in riding courses;
3. maximum of twelve semester hours of field study (internship) toward fulfillment of degree requirements;
4. maximum of six semester hours of directed independent study in any one field;
5. maximum of six to eight semester hours (two courses) of special topics in any one field.

## Bachelor of Fine Arts

The Art department at Wesleyan College offers a Bachelor of Fine Arts (BFA) with a major in Art. The BFA requires highly intensive and focused coursework in the arts to prepare students for professional careers in visual arts fields and further study. The BFA especially prepares students for entrance into Master of Fine Arts (MFA) graduate programs. Students will cultivate a disciplined methodology for studio art production and develop the skill and confidence to speak, write, and professionally present her work in a gallery or public setting. The BFA student will focus on one or two areas of study to refine her skills and develop a cohesive, professional, and original portfolio. This degree incorporates the same liberal arts general education curriculum, which it requires of the Bachelor of Arts (AB) programs.

### The Student Learning Outcomes for the BFA major in Art are:

- I. To develop a focused knowledge of the elements and principles of visual art and design as well as a broad awareness of the history of art to contextualize their personal work.
- II. To achieve highly developed skills, techniques and knowledge in one area of concentration in studio art as evident through a cohesive portfolio.
- III. To gain a broad knowledge of the processes of art in various media while learning to analyze and critique the art of others as well as their own artwork
- IV. To demonstrate professional preparedness for a career in art.

### Wesleyan College BFA Art Requirements

1. Students may declare the BFA Art major at any time but must take required preliminary coursework and apply for acceptance by March 1<sup>st</sup>. Students may apply a second time by October 1 in the following fall semester if the first attempt is unsuccessful.
2. The student must complete 120 semester hours with a cumulative grade point average of 2.50 or higher and a grade point average of 2.50 or higher in the major.
3. BFA students will participate in a department critique during their junior year.
4. Each senior student is required to have an exhibition at the end of her coursework along with an illustrated catalogue and artist's statement.
5. BFA students are required to attend lectures, exhibition openings, and workshops provided by the art department as an essential part of their educational experience and coursework in studio art.
6. Students are encouraged to become involved in art related internships and collaborations on campus.

**Major Course Requirements:** A BFA in Art requires a total of 69 hours of coursework from the following:

**I. Core Foundations** (18 hours)

ART 101 Drawing: 3 hours  
ART 106 Understanding Images: 3 hours  
ART 110 Creativity: Art/Design from Nature: 3 hours  
ART 108 3-D Design: 3 hours  
ART 205 Concepts in Drawing: 3 hours  
ARH 126 Art History I: Prehistoric to 16th Century: 3 hours

**II. Fundamental Studio Processes** (18 hours)

ART 221 Painting: 3 hours  
ART 225 Graphic Design: 3 hours  
ART 250 Traditional & Digital Printmaking: 3 hours  
ART 231 Ceramics: 3 hours  
ART 260 Intro to Jewelry: 3 hours  
ART 275 Digital Photography or ART 285 Video: 3 hours

**III. Art Historical Context:** (9 hours: **3 of the 9 hours must be at the 300 level**)

ARH 220: Visual and Curatorial Studies: 3 hours  
ARH 230 Art History II: 16th to 20th Century: 3 hours  
ARH 354 Art History III: 20th Century to Contemporary: 3 hours  
ARH 396 Special Topics: 3 hours

**IV. Intermediate/Advanced Study:** (21 hours, 6 hrs at the 400 level must be in the same area of study)

***BFA students may take a 300 or 400 level course for 3 or 6 hours at a time. If the student wishes to take 6 hours of the same course in the same semester she must obtain advisor and instructor approval.***

ART 302 Intermediate Painting & Drawing: 3 or 6 hours  
ART 318 Intermediate Ceramics: 3 or 6 hours  
ART 338 Intermediate Printmaking: 3 or 6 hours  
ART 340 Intermediate Graphic Design: 3 or 6 hours  
ART 345 Web Design: 3 or 6 hours  
ART 360 Documentary Photography: 3 or 6 hours  
ART 385 Studio Photo: Portrait & Product 3 or 6 hours  
ART 396 Special Topics: 3 or 6 hours

ART 402 Portfolio Building: Painting & Drawing: 3 or 6 hours  
ART 418 Portfolio Building: 3D: 3 or 6 hours  
ART 438 Portfolio Building: Printmaking: 3 or 6 hours  
ART 440 Portfolio Building: Graphic Design 3 or 6 hours  
ART 451 Directed Independent Study 1-3 hours  
ART 452 Field Study 1-3 hours  
ART 460 Portfolio Building: Photography 3 or 6 hours

**V. Senior Capstone** (3 hours)

ART 408 Senior Studio Seminar 3 hours

Students will follow the outlined curriculum. A recommended sequence of courses for the student majoring in studio art is shown below:

*First Year:* ART 101; ART 106; ART 110; ART 108; ARH 126

*Second Year:* ART 205; ART 221; ART 225; ART 231; ART 260; ART 275 or 285; ARH 220 or 230

*Third Year:* ARH 354; Nine to Twelve hours from ART 300 level

*Fourth Year:* ART 408; Three to Six hours from ART 300 level; Six hours from ART 400 level

## Bachelor of Science in Nursing (BSN)

**General Policies and Procedures.** Nursing students are subject to all general policies and procedures of Wesleyan College. Nursing students are eligible to participate in all academic and social activities enjoyed by all Wesleyan College students. The student must be aware that nursing courses may require day, evening, night, and weekend attendance in course work or clinical activities. Students should discuss any proposed outside activities with the nursing faculty prior to the beginning of the course.

Unless otherwise indicated, policies and procedures for the Bachelor of Science in Nursing degree are the same as for the Bachelor of Arts. It is the student's responsibility to review and adhere to this Catalogue and the Nursing student handbook.

**Accreditation.** The Wesleyan College Bachelor of Science in Nursing program has Full Approval from the Georgia Board of Nursing.

The baccalaureate degree in nursing program at Wesleyan College is accredited by Commission on Collegiate Nursing Education ([www.ccneaccreditation.org](http://www.ccneaccreditation.org)).

**The Nursing Program.** The Wesleyan College Bachelor of Science in Nursing degree offers qualified students a two year rigorous liberal arts foundation, followed by a unique two-year nursing curriculum that focuses on holistic nursing. This includes a variety of clinical practice experiences designed to prepare graduates for successful careers in nursing. Courses will show evidence of multiple teaching strategies and varied clinical practice opportunities throughout the program.

The Bachelor of Science in Nursing is a four-year traditional degree program that prepares a nurse generalist for practice and leadership in the role of professional nurse in a variety of health care settings and specialties. Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) for Registered Nurses for entry into practice in any state. This broad-based program is built upon courses in the humanities, fine arts, mathematics, sciences, and social and behavioral studies. The program conforms to standards set by the Georgia Board of Nursing and the CCNE. The curriculum is designed to prepare graduates to enter a master's program of study in nursing.

Students who intend to complete the Bachelor of Science in Nursing (BSN) degree program should express their interest to the nursing division prior to matriculation at Wesleyan College or as soon as possible thereafter so that they can be advised to take appropriate pre-nursing courses.

Students who have questions or who seek clarification concerning policies and/or procedures should contact the nursing division.

**Program Goals/Learning Outcomes.** The program prepares the successful graduate to:

- I. Synthesize knowledge and content from the prerequisite core of science, mathematics, the liberal arts (humanities, fine arts, modern foreign language and the social sciences) to the practice of professional nursing.
- II. Provide holistic care to clients of all ages in a variety of settings.
- III. Integrate evidenced-based practice (EBP) as the foundation for nursing interventions and care delivery.
- IV. Analyze issues that impact nursing, health and the global community.
- V. Synthesize concepts of leadership and management into the practice of nursing.
- VI. Integrate the role of the professional nurse with an awareness of self and a commitment to lifelong learning.

The following courses support each learning outcome:

I. NUR 300, 301, 302, 305, 306, 315, 403, 405, 414

II. NUR 301, 302, 304, 314, 315, 404, 405, 414, 415

III. NUR 300, 301, 302, 304, 305, 306, 314, 403, 404, 405, 414, 415

IV. NUR 300, 301, 302, 305, 306, 403, 404, 413, 414

V. NUR 301, 403, 413, 415

VI. NUR 300, 301, 304, 314, 315, 405, 415

**Admission.** Admission to Wesleyan College does not guarantee admission to the Nursing Program leading to the BSN degree. Students may apply to the nursing program in October - February 1st for fall cohort. Applications completed after the deadline will be reviewed on a space-available basis. **Students admitted to the major program in nursing (the NUR 60-hour block taught in the third and fourth years of the program) complete their last two years of the four-year degree program in a full-time COHORT format.** All student applications are evaluated holistically; all information submitted is evaluated personally by a nursing advisor.

Minimum criteria for admission to the Nursing Program:

- admission to Wesleyan College.
- completion of all concentration classes or their equivalents; or have no more than six hours of required proficiency and general education classes outstanding.
- overall cumulative grade point average (GPA) of 3.00 on all pre-nursing general education core and concentration classes.
- total minimum score of at least 75 on the Health Education System, Inc. (HESI) Admission Assessment Exam (A2).
- good academic standing at Wesleyan College.
- a grade of "C" or higher in pre-nursing Math, Science, and Psychology courses.
- submission of the Nursing Program Student Application.

Additional admission policies notes:

- Pre-nursing courses will be evaluated by the Registrar to determine which courses are the equivalents of Wesleyan's pre-nursing curriculum. Credit will be considered from institutions accredited by the following agencies:

Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges

Higher Learning Commission (HLC)

Middle States Commission on Higher Education (MSCHE)

New England Commission of Higher Education (NECHE)

Northwest Commission on Colleges and Universities (NWCCU)

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

WASC Senior College and University Commission (WSCUC)

Credit from an institution of higher education accredited by an institutional accreditor not listed above will be reviewed on a case by case basis.

- A student's last human anatomy and physiology course taken more than five years before beginning the nursing program at Wesleyan College will not satisfy the pre-nursing course requirements. At the discretion of the relevant department chair, students may elect to challenge by examination Wesleyan's human anatomy and physiology courses. Challenge examinations are graded on a credit/no credit option; in order for credit to be granted for a pre-nursing course, an examination grade of 70 or higher must be obtained.

- Nursing courses completed at another institution will not be accepted by Wesleyan College.
- Students who fail to meet one of the minimum required criteria for admission, may be considered on a space available basis.

Admission for student with prior baccalaureate degree:

- Students who have previously earned a baccalaureate degree from an institution of higher education accredited by an institutional accreditor, in the United States may apply to the program. Baccalaureate degrees that are applied in nature or are from an institution outside the United States will be evaluated on a case-by-case basis.
- Students with prior baccalaureate degrees are required to complete the following courses, or their equivalents, pre-nursing courses with a minimum GPA of 3.00: PSY 101, BIO 110, CHM 101, MAT 130/150, MAT 220, BIO 210, BIO 211, BIO 245, and PSY 240.

Once a student has been accepted for admission to the BSN Nursing Program, the following requirements for enrollment must be completed:

- Submit a nonrefundable reservation deposit of \$200 to reserve a place in the class.
- Satisfactory completion of requirements including a complete health history, current physical examination, current immunizations (Measles, Mumps, Rubella, Varicella, Hepatitis B and Influenza) and a Tuberculosis Screening.
- Provide proof of health insurance or purchase health insurance through Wesleyan College.
- Provide updated official college transcripts reflecting grades of C or better in all courses completed prior to the date specified in the acceptance letter.
- Complete and pass criminal background check and urine drug screening.
- All students are required to take CPR certification (American Heart Association basic life support). This is provided by Wesleyan College the semester before entry into the program for the student.
- Clinical practice requirements involve costs not covered by tuition, room, and board and will be the responsibility of the student.

## **Requirements for the Bachelor of Science in Nursing: 120 semester hours**

### **I. The student must satisfy proficiency in writing and mathematics.**

#### **Proficiency Requirement:**

1. Writing: (0-3 hours): WRI 100 or WRI 101 (must be taken in first or second semester) or met via student assessment.
2. Mathematics: (0-3 hours): Placement into MAT 140 or higher; if student does not receive this placement, then MAT 130 or MAT 150 must be taken (Students who do not have Sophomore standing or above must meet this requirement before enrolling in BIO 110)
3. Students who do not pass WRI 100 or WRI 101 with a C or better must retake the course the following semester. If students must retake WRI 101 or 100 because they earned a D or F, they will receive credit for the hours only one time.
4. Students transferring credit for the equivalent of ENG 101 or ENG 102 do not need to enroll in WRI 100/101. However, if their SAT Evidence-Based Reading & Writing score is below 510 or their composite ACT score is below 19, they are strongly encouraged to take the course.

**II. The student must complete the General Education requirements for the Bachelor of Science in Nursing. Students earning an Associate of Art's degree from an institution of higher education accredited by an agency listed above does not have to take additional general education courses at Wesleyan College to earn the bachelor's degree. Associate of Science degrees are reviewed on a case by case basis. Associate's degrees from an institution of higher education accredited by an institutional accreditor not listed above are reviewed for waiver on a case by case basis. All course prerequisites for admission to the Nursing Program must still be met. While the course requirements vary slightly from the general education requirements for the Bachelor of Arts degree, students who complete the Bachelor of Science in Nursing achieve the same General Education**

**outcomes as those who complete the Bachelor of Arts. For more detail on the General Education requirements, refer to the Bachelor of Arts General Education section.**

To fulfill distribution requirements of **Exploring Domains of Knowledge** and **Synthesizing Perspectives** categories, students must complete credit hours from each of the Academic Divisions: 3 hours from Fine Arts; 6 hours from Humanities, different prefixes; 8 hours from Natural Sciences and Mathematics, and 3 hours from Social & Behavioral Sciences/Professional Studies (must be PSY 101). Note: In addition to the requirements listed above, the BSN requires two additional courses, totaling 6 hours, which may be fulfilled by any General Education courses (see Bachelor of Arts General Education section for a full list of such courses).

#### **A. Foundation Building: The Wesleyan Integrated Seminar Experience (1 course).**

Traditional First-Year Students - WIS 101 and 110 Wesleyan Integrative Seminar Experience (4); Transfer Students are exempt from this requirement.

**B. Foundation Building: Writing, Speaking, and Quantitative Reasoning (3 courses).** To develop and strengthen skills in writing, oral communication, and quantitative reasoning, each student is required to complete one 3-4 hour course in each of these three areas.

#### **Writing**

The Writing Foundation Building course, ENG 101, ensures that students learn to write clearly and correctly to convey their ideas to a variety of professional and academic audiences. It stresses the importance of proper source use, clear argumentation, and an understanding of basic rhetorical formats and professional style guides, such as MLA and APA. Because students will benefit from learning research writing skills early in their academic careers, ENG 101 must be completed within a student's first 30 hours at Wesleyan. Upon completing this requirement, students will demonstrate the ability to 1) incorporate material from credible and relevant sources to support or extend ideas and 2) use appropriate and relevant content and language to develop ideas.

Students who do not meet writing proficiency must successfully complete WRI 101 before they can take ENG 101 and fulfill the Writing Foundation Building requirement. Those students must enroll in WRI 101 in one of their first two semesters.

#### **Speaking**

The Speaking Foundation Building requirement is designed to develop in students the ability to think critically, reason soundly, and evaluate evidence correctly. In addition, students should learn to organize information coherently, articulate content clearly, deliver ideas effectively, listen to others appropriately, and engage in constructive discussion and debate in a variety of interpersonal, group, and public contexts. Upon completing this requirement, students will demonstrate the ability to 1) deliver content in an organized, understandable, and compelling way tailored to audience, occasion, and event and 2) use evidence to develop and support claims in an organized way.

Students will fulfill the Speaking Competency requirement by earning or receiving credit for one of the following:

THE 108 African American Theatre (3) - Fine Arts  
THE 110 Theatre Practice and Criticism (3) - Fine Arts  
COM 202 Public Speaking (3) - Humanities  
ENG 217 African American Literature (3) - Humanities  
ENG 221 Readings in Race, Class, and Gender (3) – Humanities  
REL 110 Introduction to Theology (3) – Humanities  
BIO 203 Research Methods in the Natural Sciences (4) - Natural Sciences and Mathematics  
HIS 215 Reacting to the Past (3) - Social & Behavioral Sciences/Professional Studies  
PSY 106 Introduction to Human Services (3) - Social & Behavioral Sciences/Professional Studies

## Quantitative Reasoning

Students will fulfill the Quantitative Reasoning Competency requirement by earning or receiving credit for the following:

\*MAT 220 Statistical Methods (3) - Social & Behavioral Sciences/Professional Studies

**C. Exploring Domains of Knowledge: (5 courses).** All Wesleyan students will be exposed to domains of knowledge from different disciplines. The Exploring courses meet the following learning objectives and students will fulfill the Exploring requirement by earning or receiving credit for one of the following in all objectives:

**Historical events and phenomena (1 course):** how current thought, actions, and behaviors are informed by historical events and phenomena. Upon completing this objective, students will demonstrate the ability to 1) analyze change and continuity in the development of a particular historical event, behavior, or phenomenon and 2) explain the connection between a current event, behavior, or phenomenon and an event or series of events in the past.

ARH 126 Art History I: Prehistoric to 16th Century (3) - Fine Arts

ARH 230 Art History II: 16th to 20th Century (3) - Fine Arts

MUS 150 From Bach to Rock (3) - Fine Arts

FRN 211 Intermediate French I (3) – Humanities

PHI 101 Introduction to Philosophy (3) – Humanities

REL 120 Introduction to Christianity (3)- Humanities

REL 203 Hebrew Bible/Old Testament (3)- Humanities

SPA 211 Intermediate Spanish I (3) - Humanities

WGS 200 Women, Culture, & Society (3) – Humanities

ECO 102 Issues in Macroeconomics (3) - Social & Behavioral Sciences/Professional Studies

ECO 206 History of Economic Thought (3) - Social & Behavioral Sciences/Professional Studies

HIS 120 Early Civilizations (3) - Social & Behavioral Sciences/Professional Studies

HIS 125 The Emergence of the Modern World (3) - Social & Behavioral Sciences/Professional Studies

HIS 130 The American Experience to 1877 (3) - Social & Behavioral Sciences/Professional Studies

HIS 135 The American Experience from 1877 (3) - Social & Behavioral Sciences/Professional Studies

HIS 210 The West in the Ancient and Classical Age (3) - Social & Behavioral Sciences/Professional Studies

HIS 257 African-American History (3) - Social & Behavioral Sciences/Professional Studies

**Natural world (2 courses):** how the natural world functions. Upon completing this objective, students will demonstrate the ability to 1) use empirical evidence to analyze or explain natural phenomena and 2) test hypotheses in a laboratory setting.

\*BIO 110 Principles of Biology I (4) - Natural Sciences and Mathematics

\*CHM 101 General Chemistry I (4) - Natural Sciences and Mathematics

**Individuals and communities (2 courses):** how individuals function and interact within and among communities. Upon completing this objective, students will demonstrate the ability to 1) analyze how individual and social processes and behaviors shape specific institutions, policies or outcomes and 2) evaluate ethical and moral positions that shape individual or group decisions.

\*PSY 101 General Psychology (3) - Social & Behavioral Sciences/Professional Studies (required)

*And one from the following:*

COM 215 Introduction to Media Studies (3) - Humanities

PHI 216 Faith and Doubt (3) - Humanities

PHI 223 Ethics (3) - Humanities

REL 100 Theories and Methods in Religious Studies (3) – Humanities

REL 216 Faith and Doubt (3) - Humanities

BUS 105 Contemporary Business (3) - Social & Behavioral Sciences/Professional Studies

BUS 106 Business Ethics and Society (3) - Social & Behavioral Sciences/Professional Studies

ECO 104 Issues in Microeconomics (3) - Social & Behavioral Sciences/Professional Studies

EDS 114 Understanding Learning (3) - Social & Behavioral Sciences/Professional Studies  
POL 115 American Politics (3) - Social & Behavioral Sciences/Professional Studies  
POL 240 Introduction to Political Thought (3) - Social & Behavioral Sciences/Professional Studies

**D. Synthesizing Perspectives: (2 courses).** In addition to building a foundation of knowledge from various disciplines by taking five Exploring courses, each student develops depth of knowledge outside of her major discipline by completing two Synthesizing Perspectives courses. These courses also act as a bridge to help prepare students for the senior integrative experience. In addition to focusing on either women's experiences or a diverse and interdependent world, these courses will also contain a synthesizing element that will give special attention to critical thinking skills. Critical thinking courses allow students to establish expertise in the various techniques of acquiring, organizing, analyzing, interpreting, applying, evaluating, manipulating, and presenting information from a variety of sources. These sources may include texts of information that may be written, visual, or oral. The student will apply these techniques in courses that are writing and discussion intensive. The Synthesizing Perspectives courses meet the following learning objectives and students will fulfill the requirement by earning or receiving credit for at least one course from each category below:

**Women's experiences:** how women's experiences are shaped by such factors as age, class, ethnicity, gender, race, religion, and sexuality. Upon completing this objective, students will demonstrate the ability to 1) compare gender expectations over time and across cultures; 2) analyze issues pertaining to one or more of the factors shaping women's experiences; and 3) analyze an issue comprehensively from multiple disciplinary perspectives.

NUR 405 Holistic Nursing VI: Women's Health - Nursing (this course is required and is taken during the Nursing Program)

**Diverse and interdependent world:** how living in a diverse and interdependent world presents both challenges and opportunities. Upon completing this objective, students will demonstrate the ability to 1) identify issues arising from increasingly complex global connections; 2) communicate and interact effectively across cultures; and 3) analyze an issue comprehensively from multiple disciplinary perspectives.

TRA 240 Travel Study (3) - Fine Arts  
COM 216 Intercultural Communication (3) - Humanities  
ENG 205 Perspectives on World Literature (3) – Humanities  
ENG 302 Digital Culture (3) – Humanities  
FRN 300 Seminar in Francophone Studies (3) – Humanities  
HUM 290 Readings in Humanities (3) – Humanities  
REL 212 The Abrahamic Traditions (3) – Humanities  
REL 225 Exploring the World's Religions (3)- Humanities  
SPA 300 Seminar in Latin American Studies (3) - Humanities  
TRA 242 Travel Study (3) – Humanities  
WGS 250 Cross-Cultural Perspectives on Women (3) - Humanities  
TRA 244 Travel Study (3, 4) - Natural Sciences and Mathematics  
AST 250 Introduction to Chinese Culture (3) - Social & Behavioral Sciences/Professional Studies  
EDS 301 The Playful Learner: Examining Play in Cultures, Society, History, and Marketing (3) - Social & Behavioral Sciences/Professional Studies  
EDS 313 Children, Nature, and Society (3) - Social & Behavioral Sciences/Professional Studies  
HIS 305 Empires and Diaspora (3) - Social & Behavioral Sciences/Professional Studies  
HIS 323 20th Century Genocide (3) - Social & Behavioral Sciences/Professional Studies  
HIS 348 Terror and Terrorism in the Modern World (3) - Social & Behavioral Sciences/Professional Studies  
HIS 352 American Wars in the 20th Century (3) - Social & Behavioral Sciences/Professional Studies  
POL 222 Comparative Politics (3) - Social & Behavioral Sciences/Professional Studies  
POL 230 International Relations (3) - Social & Behavioral Sciences/Professional Studies  
POL 335 Politics of the Developing World (3) - Social & Behavioral Sciences/Professional Studies  
POL 348 Terror and Terrorism in the Modern World (3) - Social & Behavioral Sciences/Professional Studies  
POL 351 Nuclear Weapons (3) - Social & Behavioral Sciences/Professional Studies  
TRA 246 Travel Study (3) - Social & Behavioral Sciences/Professional Studies



**E. Required Pre-Nursing Concentration Courses: (4 courses).**

\*BIO 210 Human Anatomy & Physiology I (4)

\*BIO 211 Human Anatomy & Physiology II (4)

\*BIO 245 Microbiology (4)

\*PSY 240 Developmental Psychology (3)

\*Indicates required courses.

**F. Additional credits for BSN (2 Courses):** Two General Education courses (6 hours) not already taken to satisfy the preceding requirements

**III. Required Nursing (NUR) Courses: 60 hours**

Note: These courses are open only to those students admitted to the BSN degree program. The student will take these courses in the 3rd (junior) and 4th (senior) years of the program.

**1st semester: Junior Year (3<sup>rd</sup> year) – 15 hours**

NUR 300 Foundations of Professional Nursing 3 hours

NUR 301 Physical Assessment & Health Promotion 4 hours

NUR 302 Holistic Nursing I: Fundamental Principles and Skills 5 hours

NUR 305 Pathophysiology/Pharmacology I 3 hours

**2nd semester: Junior Year – 16 hours**

NUR 304 Evidenced-Based Practice 2 hours

NUR 306 Pathophysiology/Pharmacology II 3 hours

NUR 314 Holistic Nursing II: Intro to Care of the Client 5 hours

NUR 315 Holistic Nursing III: Basic Care of the Inpatient Client 6 hours

**3rd semester: Senior Year (4<sup>th</sup> year) – 15 hours**

NUR 403 Holistic Nursing IV: Advanced Care of the Inpatient Client 6 hours

NUR 404 Holistic Nursing V: Mental Health Nursing 4 hours

NUR 405 Holistic Nursing VI: Women's Health 5 hours

**4th semester: Senior Year – 14 hours**

NUR 413 Leadership & Management in Nursing 4 hours

NUR 414 Holistic Nursing VII: Care of Client in the Community 4 hours

NUR 415 Holistic Nursing VIII: Capstone Nursing Practicum 6 hours

**IV. Professional Development:** To experience how the liberal arts education provides a foundation for future professional success, establish academic, personal, and professional goals; and develop and demonstrate tools and strategies for personal and professional growth, each student will participate in a Professional Development Experience (PDE) during NUR 415 Holistic Nursing VIII- Capstone Nursing Practicum. Each student will also create an ePortfolio to document and reflect upon her learning experiences as they relate to career and professional goals. The ePortfolio will include several required learning modules, in addition to any other items the student may want to incorporate. Students will share the completed ePortfolio with her faculty advisor prior to graduation.

**V. Academic Electives: 0-10 hours.** The student may select, with the assistance of her academic advisor, elective courses from any department acceptable toward her degree.

**VI. The student must complete 120 semester hours (or the equivalent) with a cumulative grade point average of C (2.00) or higher and a grade point average of 2.00 in the major and 2.00 in the minor if the student elects a minor.**

**Notes:**

1. With the exception of WISe, science, and foreign language courses, most other prerequisites are offered every semester or year.
2. CHM 101 requires MAT 130 (College Algebra) or placement at the MAT 140 (Precalculus Mathematics) level or higher.
3. Students whose SAT-M score is <580 will be advised not to take CHM 101 and BIO 110 at the same time.
4. If required to meet proficiency, WRI 101 must be taken during the first or second semester of enrollment.
5. Each student will take a mathematics assessment prior to enrollment to determine whether or not she must take MAT 130. If it is determined that the student must take MAT 130, she must take the course during the first semester of enrollment.
6. Curriculum development and revision is an ongoing process and changes may be made as needed.

**Additional Notes for Transfer Students:**

1. Transfer students are exempt from the WIS 101 requirement.
2. A student's last human anatomy and physiology course taken more than five years before beginning nursing program at Wesleyan College will not satisfy the pre-nursing course requirements. At the discretion of the relevant department chair, students may elect to challenge by examination Wesleyan's human anatomy and physiology courses. Challenge examinations are graded on a credit/ no credit option; in order for credit to be granted for pre-nursing an examination grade of 70 or higher must be obtained.
3. Students may request the substitution of BIO 112: Principles of Biology II - Diversity of Biological Systems (4) for CHM 101: General Chemistry I (4).

**Clinical Practice Requirements.** Nursing courses will require varied clinical practice opportunities throughout the program. These practice settings are located in and around Macon, Georgia and will be scheduled at various times, including nights, evenings and weekends. Students must have their own transportation to the clinical practice settings.

Prior to participating in a clinical experience, each student must provide documentation of the following:

- Annually: satisfactory completion of health requirements including a complete health history, current physical examination, current immunizations (measles, rubella, varicella, hepatitis B, and influenza), and tuberculosis screening.
- Annually: Urine drug screening.
- Annually: Personal health insurance.
- satisfactory results of criminal background check.
- current American Heart Association CPR for Health Care Providers certification taken at Wesleyan.

Clinical practice requirements involve costs not covered by tuition, room, and board and will be the responsibility of the student.

**Attendance.** All nursing courses, laboratory and clinical experiences are required. Students are expected to be punctual in attending classes, laboratories, private lessons, clinical experiences, and college convocations.

**Grading.** Grades in all nursing (NUR) courses are based on numeric values. There is no rounding of nursing grades.

A = 90-100 (4 quality points)

B = 80-89 (3 quality points)

C = 75-79 (2 quality points)

**Note: The lowest passing grade in the nursing (NUR) major is a grade of C (75) or higher.**

D = 65-74 (1 quality point)

F = any average below 65 (0 quality points)

See sections on Repeating a Course, Academic Progression (semester to semester), and Dismissal.

I = Incomplete (not computed in grade point average)

W = Withdrawal

**Credit/No Credit.** All nursing courses must be taken for a letter grade and may not be taken on the Credit/No Credit Grade Option.

**Tuition and Fees.** Baseline tuition and fees for the nursing program are the same as other programs at Wesleyan College. Additional fees and out-of-pocket expenses are associated with the nursing program. Nursing fees are \$1000 per semester. In addition, students can expect to spend approximately \$1500 to purchase books, uniforms, nursing shoes, and other items necessary for the nursing program for the first year.

**Academic Progression (semester to semester).** Progression in the major toward an anticipated date of graduation is contingent upon successful completion, with a grade of C or higher, of ALL nursing (NUR) courses the first time attempted in a full-time plan of study. In most instances, a student who must repeat one or more courses or who must, therefore, delay progressing to more advanced courses in the curriculum, will not be able to complete all course requirements to graduate with the cohort with which the student began the major.

Any student who does not achieve a grade of C or higher in a nursing course will be allowed the opportunity to take the course the next time it is offered, if space is available and re-entry status is achieved. A letter of intent to repeat the course must be submitted to the program director one semester before the course is offered.

All course work must be completed before a student can progress to the next level. Students who receive a grade of Incomplete (I) in any NUR course will not be allowed to progress to the next term. The student should consult with her academic advisor in nursing to determine a resolution of the incomplete grade.

- Nursing students must make at least a "C" (75) grade in each nursing course which counts toward their degree.
- Grades of "D" and "F" are considered failure of the course.
- There is no rounding of nursing grades.
- If a student earns a rating of clinically unsatisfactory in a clinical nursing course, a grade of "F" will be assigned for the course grade.
- Failure to score 90 or greater on a clinical course medication test will prevent the student from progressing.
- Students may repeat one nursing course. Any student failing two nursing courses will be denied continued enrollment in the Nursing Program.

Students are expected to follow the nursing plan of study in the prescribed sequence to progress through the curriculum. Prerequisites for each course are noted on the appropriate course syllabus. Students who do not satisfy a minimum grade requirement in the nursing course or who withdraw from a nursing course will not be allowed to progress in the Nursing Program.

**Repeating a Course.** Students who do not achieve a grade of "C" or higher in one nursing course will be allowed the opportunity to take that course the next time it is offered, if space is available. A letter of intent to repeat the course must be submitted to the Program Director one semester before the course is offered.

**Withdrawal Policy.** Students are encouraged to speak with their assigned nursing advisor and a financial aid representative prior to making the decision to withdraw from classes. With consideration to the clinical dosage calculation test, if the test is given prior to the withdrawal deadline, the student cannot withdraw from the course without penalty. In this case, the student will receive a failing grade in the course and may not progress in the nursing program.

**Readmission.** Students who have been dismissed may apply for readmission to the program. The student must provide documentation that supports the applicant's potential for success if readmitted. The readmission applicant must meet all admission requirements stated in the academic catalogue that are current when the application is submitted. The applicant is required to take the current standardized exam, obtain at least a score of 90 on the dosage calculation exam, and successfully demonstrate clinical skills for semester in which they are reapplying. All readmission applications are reviewed by the Nursing faculty. Readmission is a highly selective process.

**Program Termination/Dismissal.** A Program Termination is defined as immediate dismissal from the Nursing Program. A student who demonstrates unsafe behavior that may result in serious consequences to a student, client, or others may be dismissed. The student will receive a clinical failure and a grade of "F" in the course. Depending on the infraction, a student who is terminated from the Nursing Program may not be eligible for readmission to the nursing program.

**Transition to the Bachelor of Arts.** A student who is dismissed from the nursing program may be eligible to change majors within Wesleyan College and pursue a Bachelor of Arts degree in another field. The nursing faculty will discuss available options with the student and refer her to the appropriate faculty/advisor.

### **Nursing (NUR) Course Descriptions**

#### **NUR 200: Introduction to Professional Nursing.**

**Content:** This course is designed to familiarize the potential nursing student with the roles of the professional nurse and her interface with the health care system. An examination of nursing practice settings, career opportunities as well as legal and ethical decisions encountered by nurses will be examined. The scope of nursing practice in Georgia will be examined. Shadowing experiences will be planned for each student to offer exposure to "real life nursing practice" in a variety of settings. In addition, an overview of the nursing program, expectations and learning strategies will be discussed. A service learning project will be an integral part of the course experience enabling students to focus on a critical health care need.

**Prerequisite:** None; this course may be taken prior to entering the nursing program.

**Offered:** Spring.

**Credit:** 2 hours.

#### **NUR 300: Foundations of Professional Nursing.**

**Content:** Socialization to the profession of nursing is begun in this course. An overview of the history, theory and practice of professional nursing, as well as professional standards, the code of ethics and legal issues are discussed. The nurse's role in the health care setting is discussed. The importance of the Nursing Process as a problem-solving and care-planning tool is provided with an emphasis on the ability of the nurse to think critically and to examine issues in nursing.

**Prerequisite(s):** Admission to the Nursing Program.

**Offered:** Fall and Spring.

**Credit:** 3 hours.

#### **NUR 301: Physical Assessment and Health Promotion.**

**Content:** Head to toe health assessment is taught using a focused system approach, including health history and physical examination skills, as well as health promotion, restoration, and maintenance activities related to caring for diverse clients. Students are expected to master basic assessment sequencing, techniques and skill mastery related to assessment for adult, children and geriatric clients.

Cultural variations, developmental tasks and health promotion, restoration, and maintenance activities related to physical and psychosocial changes across the life span are reemphasized. Outcome strategies to address identified health problems are provided during each system discussion.

**Prerequisite(s):** Admission to Nursing Program.

**Offered:** Fall and Spring.

**Credit:** 4 hours (3 class hours; 3 clinical hours).

**NUR 302: Holistic Nursing Care I: Fundamental Principles and Skills.**

**Content:** The nurse's role as clinician is the foundation for this course. Use of the nursing process, therapeutic communication, skill mastery and application of concepts of assessment are integrated in the clinical laboratory and select community settings. A holistic framework provides the structure for practice, enabling the student to recognize the uniqueness of each client and the importance of continuity of care. Beginning technical competency for clinical skills is expected with an emphasis on the comprehensive care plan for the individual healthy adult, child or older person.

**Prerequisite(s):** Admission to Nursing Program.

**Offered:** Fall and Spring.

**Credit:** 5 hours (3 class hours, 6 clinical hours).

**NUR 304: Evidence-Based Practice.**

**Content:** Evidence-based practice is the foundation of professional practice enabling the nurse to plan and evaluate interventions using scientific rationale. The ability to critique and apply research studies and methodology to patient care is the focus. Qualitative and quantitative methodologies are explored.

**Prerequisite(s):** NUR 300, 301, 302, 305.

**Offered:** Fall and Spring.

**Credit:** 2 hours (2 class hours).

**NUR 305: Pathophysiology/Pharmacology I.**

**Content:** This combined course provides an introduction to the study of underlying changes in primary physiologic regulatory mechanisms and the pharmacotherapies utilized as treatment for identified alterations and disease states across the lifespan. Successful students will acquire the foundational understanding of pathophysiology, principles of pharmacodynamics, and pharmacokinetics of identified medications for health promotion, treatment and symptom management. The nurse's role in minimizing risk to patients and promoting a culture of safety will be emphasized and other variables impacting pharmacology such as age, gender, culture, genetics/genomics. This is the first semester of the two-semester sequence.

**Prerequisite:** Admission to the Nursing Program.

**Offered:** Fall and Spring.

**Credit:** 3 hours (3 class hours).

**NUR 306: Pathophysiology/ Pharmacology II.**

**Content:** This combined course is a continuation of the study of underlying changes in primary physiologic regulatory mechanisms and the pharmacotherapies utilized as treatment for identified alterations and disease states across the lifespan. This course builds on the learning objectives from Pathophysiology/Pharmacology I to expand the foundational knowledge of pathophysiology, principles of pharmacodynamics, and pharmacokinetics of identified medication for health promotion, treatment and symptom management. The nurse's role in minimizing risk to patients and promoting a culture of safety will be reinforced and other variables impacting pharmacology such as age, gender, culture, genetics/genomics. This is the second semester of the two-semester sequence.

**Prerequisite(s):** NUR 300, 301, 302, 305.

**Offered:** Fall and Spring.

**Credit:** 3 hours (3 class hours).

**NUR 314: Holistic Nursing Care II: Intro to Care of the Client.**

**Content:** Utilizing a holistic framework, students will be introduced to the biophysical care and safety of the client across the life span. Priority setting, delegation and critique of nursing interventions are introduced.

**Prerequisite(s):** NUR 300, 301, 302, 305.

**Offered:** Fall and Spring.

**Credit:** 5 hours (3 class hours, 6 clinical hours).

**NUR 315: Holistic Nursing Care III: Basic Care of the Inpatient Client.**

**Content:** The physiological and psychological changes experienced by the hospitalized client are emphasized. The integration of anatomy and physiology as well as health assessment and psychosocial interventions are utilized to provide safe holistic care to clients across the life span.

**Prerequisite(s):** NUR 300, 301, 302, 305.

**Offered:** Fall and Spring.

**Credit:** 6 hours (3 class hours, 9 clinical hours).

**NUR 403: Holistic Nursing Care IV: Advanced Care of the Inpatient Client.**

**Content:** The advanced care of the inpatient client is the focus of the course. The physiological and psychological changes experienced by the adult during illness are emphasized. Integration of anatomy and physiology as well as health assessment, psychosocial interventions and use of the nursing process are critical nutritional, psychosocial and evidence based practice concepts are integrated within the framework of the holistic care model. The evaluation of patient care outcomes and use of creative nursing interventions are stressed in the clinical setting. Beginning concepts of priority setting, delegation and critique of nursing interventions are examined.

**Prerequisite(s):** NUR 304, 306, 314, 315.

**Offered:** Fall and Spring.

**Credit:** 6 hours (3 class hours, 9 clinical hours).

**NUR 404: Holistic Nursing Care V: Mental Health Nursing.**

**Content:** Foundational knowledge of mental health and physical care is explored using common psychotic behaviors and their impact on health and disease. Developmental and life cycle models used as underpinnings for exploring the physiological and psychological changes in the human lifespan provide the foundation for care of clients in psychiatric/mental health settings. The nursing process will be applied to psychiatric/mental health clients along the health/illness continuum in a variety of settings. Social and political factors that impact the client in psychiatric/mental health settings will be analyzed.

**Prerequisite(s):** NUR 304, 306, 314, 315.

**Offered:** Fall and Spring.

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**NUR 405: Holistic Nursing Care VI: Women's Health Nursing.**

**Content:** The role of the nurse in caring for women across all ages and developmental models is the focus of this course. Using developmental and life cycle models as underpinnings for exploring the physiological and psychological changes occurring to women will be the foundation for care giving. The nursing process will be applied to women of all ages and in a variety of settings. The use of teaching, primary, secondary, and tertiary care concepts will be explored. Social and political factors that impact the health of women are examined. Childbearing, childbearing family, and pediatric clients during health and illness is the framework for the clinical placement in this course.

**Prerequisite(s):** NUR 304, 306, 314, 315.

**Offered:** Fall and Spring.

**Credit:** 5 hours (3 class hours, 6 clinical hours).

**NUR 413: Leadership & Management in Nursing.**

**Content:** The nurse's role as leader and manager is the foundation for this course. The emphasis is on priority setting, delegation, communication and clinical application of the principles of professional practice roles in leading and managing staff and groups of patients. Collaboration with other health care providers to improve evidence-based outcomes of patients is emphasized. Completion of this course is under the guidance of a faculty advisor and a clinical preceptor.

**Prerequisite(s):** NUR 403, 404, 405.

**Offered:** Spring.

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**NUR 414: Holistic Nursing Care VII: Care of Client in the Community.**

**Content:** This course introduces the concept of community as client. The development of skills related to community assessment and the concepts of epidemiology in examining health practices throughout the global community are explored. The nurse's role in providing health care to clients/aggregates in a variety of culturally diverse communities is the framework for nursing care. The clinical experiences will expose students to a variety of community health environments, health programs and policies and their impact on care. Opportunities to practice health promotion behaviors and critique health care delivery systems will be emphasized.

**Prerequisite(s):** NUR 403, 404, 405.

**Offered:** Spring.

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**NUR 415: Holistic Nursing Care VIII: Capstone Nursing Practicum.**

**Content:** This course is designed to fully integrate the students into the profession of nursing. Students will focus on

management of groups of clients in the acute care setting. The nurse as leader, manager, patient advocate and clinician are emphasized. Clinical skills are honed within the framework of the holistic model as the student continues to develop her role prior to graduation. An examination of strengths and weaknesses of nursing care provide the framework for growth and self-reflection. Focus will be on priority settings, integration of research into clinical practice and evaluating patient care and staff. To that end, the in-class courses will review systems and disease with nursing interventions; provide in-class discussion opportunities utilizing evidence-based research care and holistic treatment in the hospital and acute setting. The clinical immersion experience enables the nurse to fully implement all aspects of the professional nursing role.

**Prerequisite(s):** NUR 403, 404, 405.

**Offered:** Spring.

**Credit:** 6 hours (3 class hours, 9 clinical hours).

## Dual Degree Programs

### 3+2 Engineering Program with Georgia Institute of Technology or Auburn University

**Advisor:** Dr. Charles Benesh and Dr. Joe Iskra

**Program Description:** Wesleyan's 3-2 Pre-Engineering Program provides an outstanding opportunity for students considering a career in engineering who want the experience of a liberal arts education that is seldom available to students in engineering schools. Typically, students spend three years at Wesleyan, studying fundamental science, mathematics and liberal arts coursework, followed by two years of specialization at an affiliated engineering school. The required pre-engineering coursework leaves substantial credits for the liberal arts, some of which must fulfill the general education requirements, but the remainder can be filled with classes of your choosing! Upon the successful completion of this nominally five-year course of study, the student will be awarded two undergraduate degrees - a bachelor of arts with a major in dual degree engineering from Wesleyan and a bachelor of science with an engineering major from the cooperating university.

#### **Requirements for the Dual-Degree Engineering major:**

CHM 101, CHM 102

MAT 205, MAT 206, MAT 207, MAT 208, MAT 210, MAT 300, MAT 405

WIS 101 or ENG 101, ENG 111

CSC 216, PHY 121, PHY 122, PHY 205, PHY 212

**Associated majors:** In addition, a student could major in the Applied Mathematical Science major to meet the pre-engineering program requirements. It may be completed along with general education and proficiency requirements in three years, provided that the student is ready for Calculus I at the start of her freshman year and is committed to a rigorous course of study. The student who successfully completes the applied mathematical science major in preparation for entry into engineering school will be awarded two undergraduate degrees - a bachelor of arts with a major in applied mathematical science from Wesleyan and a bachelor of science with an engineering major from the cooperating university.

#### **Three Year Curricular Plan:**

The pre-engineering student should take at least 15 hours each semester and should be prepared to finish her Wesleyan courses in three years, prior to matriculation into the Engineering Program at the partner institution. The following courses must be taken at Wesleyan:

**Coursework Plan:** This plan requires the student to be ready for Calculus I in her first semester of undergraduate study.

Year One: Fall Semester

CHM 101, MAT 205, WIS 101, Gen Ed Electives

Year One: Spring Semester  
CHM 102, MAT 206, ENG 111, Gen Ed Electives

Year Two: Fall Semester  
MAT 207, CSC 216, PHY 121, Gen Ed electives

Year Two: Spring Semester  
MAT 208, PHY 122, Gen Ed electives

Year Three: Fall Semester  
MAT 210, PHY 205, Gen Ed electives

Year Three: Spring Semester  
PHY 212, MAT 300, MAT 405, Gen Ed electives

### **3+3 Law Program with Mercer University Law School**

**Advisor: Dr. Nicholas Steneck**

**Career Description:** A Juris Doctor (J.D.) leads to a broad range of careers that impact people's lives. Lawyers help with buying homes, writing wills, prosecuting and defending criminals, creating business contracts, and attempting to protect people from litigation. A law degree may also open up law-related careers in government, business, higher education, health care, communication, and numerous other fields. Legal practice is intellectually challenging and requires the use of ethics, reasoning and judgment. To practice law, students must typically complete an undergraduate degree, earn a Juris Doctor (JD) diploma from an accredited law school and pass their state's bar examination

**3 + 3 Program Description:** Mercer University School of Law and Wesleyan College recognize that certain students have the ability and readiness to complete their undergraduate education and their law degree training in less than the normally required seven years of study. The 3 + 3 program provides an opportunity for select students to accelerate their course of study by completing both an undergraduate degree (from Wesleyan) and the Juris Doctor degree (from Mercer University) in approximately six years of full time study. Students enrolled in this program are expected to complete all Wesleyan College core requirements, including requirements of their chosen major, with a minimum of two and a half years in residence and at least 90 credit hours at Wesleyan prior to attending Law School. This program is recommended for majors in Politics & Global Studies (BA) or English (BA); students may elect other majors, but **MUST** have a pre law minor and engage in the requisite coursework required for the 3 + 3 program. To be considered for Mercer Law, students must maintain a cumulative GPA of 3.5 or above in Wesleyan College coursework and score at or above the median LSAT score of the preceding year's entering class.

#### **Three Year Curricular Plan:**

The 3 + 3 student should take at least 15 hours each semester and should be prepared to finish her Wesleyan courses in three years, prior to application for the Law School at Mercer. The following courses must be taken at Wesleyan:

#### **Coursework Plan:**

Year One: Fall Semester  
WISe 101, Foreign Language, GenEd, POL 115, ENG or POL or other major coursework

Year One: Spring Semester  
Foreign Language, COM 202, ENG 111, HIS 130, ENG or POL or other major coursework

Year Two: Fall Semester  
ENG or POL or other major coursework, HIS 135, ACC 201, PDE

Year Two: Spring Semester  
ENG or POL or other major coursework, POL 320, BUS 310, PDE



Year Three: Fall Semester  
ENG or POL or other major coursework, GenEd, COM 340, POL 319

Year Three: Spring Semester  
ENG, POL or other major coursework, GenEd, PHI 223

## Online Degree Program

Wesleyan College offers three majors in the online degree program:

- [Accounting](#)
- [Applied Psychology](#)
- [Business Administration](#)

## Pre-Professional Concentrations

### Allied Health

**Advisor: Dr. Barry Rhoades**

**Career Description:** Allied health encompasses a broad group of health professionals who use scientific principles and evidence-based practice for the diagnosis, evaluation and treatment of acute and chronic diseases, who promote disease prevention and wellness for optimum health and who support other healthcare providers in delivering care. The scope of allied health practice extends to the individual, the family, the community and to public education; many allied health professions specialize in the promotion of optimum health and the improvement of health-related quality of life. In addition, health care administration and health systems management are important components of allied health. Professions that are often listed as “allied health” include many of the well-known non-nurse, non-physician health care providers including audiologists and speech language pathologists, physical therapists, occupational therapists and respiratory therapists, diagnostic medical personnel including medical technologists, imaging specialists, nutritionists, dietitians and physician assistants.

**Becoming an Allied Health Professional:** Allied health professions fall into three broad categories: technicians (assistants), therapists and technologists. Technicians are trained to perform procedures, and their education lasts less than two years. They are required to work under the supervision of technologists or therapists. Cardiovascular technicians, ophthalmic medical technicians and medical assistants are examples of careers in this category. The educational process for therapists (including Physician Assistants and Physical Therapists) or technologists (including Audiologists and Athletic Trainers) is more intensive and includes acquiring procedural skills, learning to evaluate patients, diagnose conditions, develop treatment plans and understand the rationale behind various treatments in order to judge their appropriateness and potential side effects. Generally, therapists/technologists require an undergraduate degree and additional post-baccalaureate and/or graduate education.

### **Coursework for Pre-Allied Health Concentration (46 credit hours)**

Courses	Credit Hours
BIO 110/BIO 112	8 hours
CHM 101/CHM 102	8 hours
BIO 210/211	8 hours
BIO 203	4 hours
WIS 101 or ENG 101	3 hours
ENG 102 or other ENG elective	3 hours
MAT 220	3 hours
PHI 223	3 hours

## **Athletic Training**

**Advisor: Dr. Virginia Wilcox**

**Career Description:** Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education, training and the state's statutes, rules and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers provide medical services to all types of patients, not just athletes participating in sports, and can work in a variety of job settings. Athletic trainers relieve widespread and future workforce shortages in primary care support and outpatient rehab professions. Athletic trainers improve functional outcomes and specialize in patient education to prevent injury and re-injury. Athletic trainers are able to reduce injury and shorten rehabilitation time for their patients, which translates to lower absenteeism from work or school and reduced health care costs.

Athletic trainers are sometimes confused with personal trainers. There is, however, a large difference in the education, skillset, job duties and patients of an athletic trainer and a personal trainer. The athletic training academic curriculum and clinical training follows the medical model. Athletic trainers must graduate from an accredited baccalaureate or master's program, and 70% of ATs have a master's degree. Athletic trainers are licensed or otherwise regulated in 49 states and the District of Columbia.

**Becoming an Athletic Trainer:** Although there are undergraduate programs in Athletic Training, there is an effort to move this profession to one that requires a Master's degree or higher for certification. All new programs in Athletic Training will be graduate degrees; therefore, students interested in this field should plan on applying to a program which will provide a Masters in Athletic Training (MAT). These programs are competitive and require a strong undergraduate GPA (generally 3.0 or higher) and extensive patient contact experience. Masters granting programs are generally 2-3 years in duration; training education uses a competency-based approach in both the classroom and clinical settings. To become a certified athletic trainer, a student must graduate with bachelors or master's degree from an accredited professional athletic training education program and pass a comprehensive test administered by the Board of Certification (BOC). Once certified, athletic trainers must meet ongoing continuing education requirements in order to remain certified.

### **Coursework for Pre-Athletic Training Concentration (32 credit hours)**

Courses	Credit Hours
BIO 110	4 hours
CHM 101	4 hours
PHY 115	4 hours
WIS 101 or ENG 101	3 hours
BIO 210/211	8 hours
PSY 101	3 hours
MAT 220	3 hours
Nutrition*	3 hours

\*Note that Nutrition is offered by our cross-registration partners Mercer University and the College Consortium

## **Dentistry**

**Advisor: Dr. Holly Boettger-Tong**

**Career Description:** Dentists are devoted to maintaining oral health as well as a patient's overall health. In their practices, dentists treat and work with people from all age groups. They diagnose and treat conditions of the oral cavity and associated structures using advanced technologies including radiography and computer generated imaging. Dentists restore and replace teeth damaged from decay, trauma or disease. They help patients improve chewing, speech, digestion of food, sleep patterns and physical appearance. Specialties available within dentistry with further training

following dental school include: Endodontics (nerves), Oral Surgery, Orthodontics, Prosthodontics (appliances), Public Health and others.

**Becoming a Dentist:** To become a dentist, one must complete a bachelor's degree in any major, along with requisite courses (see "Coursework" below). Thereafter, completion of a 4 year professional degree dental program is required. The terminal degree is either a DDS (Doctor of Dental Surgery) or DMD (Doctor of Medical Dentistry). Upon completion of Dental School, passing a professional licensing exam is required.

#### **Coursework for Pre-Dental Concentration (52 credit hours)**

Courses	Credit Hours
BIO 110/BIO 112	8 hours
CHM 101/CHM 102	8 hours
WIS 101 or ENG 101	3 hours
ENG 102 or other ENG elective	3 hours
CHM 221/CHM 222	8 hours
PHY 115/PHY 116	8 hours
BIO 245	4 hours
BIO 318	4 hours
ART 108 or ART 231	3 hours
BUS 106	3 hours

#### **Medicine**

**Advisor: Dr. Wanda Schroeder**

**Career Description:** Physicians assess, diagnose and treat patients of all ages, using a biological approach to healing and maintenance of good health. They perform examinations, analyze medical histories, order and interpret diagnostic tests and develop treatment plans. Physicians work in a variety of settings including hospitals, industry, private practice and in government. Completion of Medical school, followed by residency and in some cases, subspecialization training, is required.

**Becoming a Physician:** There is no single, "correct" path to Medical school. Some people start planning for it before they start college, others don't pursue it until after they graduate. Students should complete a bachelor's degree in a field of their choice along with necessary prerequisite courses (see below); attaining a competitive undergraduate GPA (at least 3.6 overall and in science courses, no grades less than C) is essential for successful applications, as is a competitive score on the MCAT. After earning an undergraduate degree, four years of Medical school (attaining a Medical Doctor, MD degree) followed by on the job training (residency) which lasts 3-8 years is common. Subspecialization is accomplished through fellowships which can last several more years. MDs and DOs (Doctor of Osteopathic Medicine, a related career) must pass a state licensing exam and must also pass board exams for certification in specialty areas.

#### **Coursework for Pre-Medicine Concentration (53 credit hours)**

Courses	Credit Hours
BIO 110/BIO 112	8 hours
CHM 101/CHM 102	8 hours
CHM 221/CHM 222	8 hours
WIS 101 or ENG 101	3 hours
ENG 102	3 hours
BIO 320	4 hours
BIO 270	4 hours
BIO 340	4 hours
BIO 318	4 hours
PHY 115/PHY 116	8 hours

## **Pharmacy**

**Advisor: Dr. Glenda Ferguson**

**Career Description:** Pharmacists dispense medications prescribed by physicians and other health professionals. They must understand the use, clinical effects and composition of drugs. Pharmacists work in a variety of settings, including retail drug stores, hospitals and clinics.

**Becoming a Pharmacist:** An excellent undergraduate GPA (3.5 and above), competitive PCAT scores and considerable experience shadowing or working in a pharmacy is absolutely critical for acceptance into pharmacy programs. Pharmacy programs are four years from point of entry, resulting in the awarding of a Doctor of Pharmacy (Pharm. D.) degree. Students who achieve the Pharm.D. degree must also pass the North American Pharmacist Licensure Examination (NAPLEX) and state law examination in order to engage in professional practice.

### **Coursework for Pre-Pharmacy Concentration (51 credit hours)**

Courses	Credit Hours
BIO 110/BIO 112	8 hours
CHM 101/CHM 102	8 hours
CHM 221/CHM 222	8 hours
WIS 101 or ENG 101	3 hours
ENG 102	3 hours
BIO 210/BIO 211	8 hours
BIO 245	4 hours
BIO 318	4 hours
MAT 205	3 hours
MAT 220	3 hours

## **Veterinary Medicine**

**Advisor: Dr. Holly Boettger-Tong**

**Career Description:** Veterinarians play a vital role in the healthcare of pets, livestock, zoo animals, and laboratory animals. They also protect humans against diseases carried by animals and conduct research into animal health problems. Veterinarians take health histories of animals, perform and interpret tests, diagnose problems, prescribe medications, develop treatment plans, and perform surgeries. They specialize their care in a number of areas including large, small, and exotic animal care. Veterinarians help pet owners through difficult times, keep our food supply safe, and study diseases that often impact human populations.

**Becoming a Veterinarian:** Veterinary programs are extremely competitive as there are relatively few programs in the country. Competitive applicants are well-rounded students with excellent academic credentials (see "Coursework" below) competitive GRE scores, outstanding leadership skills, research, and volunteer and shadowing experience. Significant animal experience is generally expected, including time supervised by a veterinarian in both small and large animal settings and time spent in other contact with animals. After completing a bachelor's degree (which is preferred at most schools), students who have been accepted into a veterinary school program then complete 4 years of veterinary school. Upon completion of Veterinary School, passing a professional licensing exam is required. This may be followed by a residency if a specialization is the goal.

### **Coursework for Pre-Veterinary Concentration (52 credit hours)**

Courses	Credit Hours
BIO 110/BIO 112	8 hours
CHM 101/CHM 102	8 hours
CHM 221/CHM 222	8 hours
PHY 115/PHY 116	8 hours
WIS 101 or ENG 101	3 hours
ENG 102	3 hours
BIO 270	4 hours

BIO 318  
BIO 340  
BUS 106

4 hours  
4 hours  
3 hours

## Graduate Academic Programs

Wesleyan College offers three graduate degree programs:

- [Master of Arts \(MA\) in Industrial Organizational Psychology](#)
- [Master of Business Administration \(MBA\)](#)
- [Master of Education \(M.Ed.\)](#)

These graduate programs are open to women and to men. Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master's degrees.

### Graduate Admission

Enrollment Services: Phone 1-800-447-6610

E-mail:

Education – [edugraduate@wesleyancollege.edu](mailto:edugraduate@wesleyancollege.edu)

Industrial Organizational Psychology – [iopsychgraduate@wesleyancollege.edu](mailto:iopsychgraduate@wesleyancollege.edu)

MBA – [mba@wesleyancollege.edu](mailto:mba@wesleyancollege.edu)

### Admission Requirements

#### Master of Arts in Applied Psychology:

1. Complete all parts of the application
2. Applicants must provide the following:
  - a completed application
  - a Statement of Purpose (approximately 500-1000 words)
  - a curriculum vita or resume
  - two letters of professional reference
  - official transcript from the institution from which a Bachelor's degree was earned
  - evidence of preparation for graduate study: either scores from the Graduate Record Examination (optional), or an academic writing sample (a paper written for a course you completed).
  - an interview (in person, phone, or online, as is convenient to the applicant) with the director of the graduate program, for students who pass the initial screening
3. Applicants must have earned a bachelor's degree from an institution of higher education accredited by an institutional accreditor, with a minimum cumulative grade point average of 3.00 on a 4-point scale. Students from universities outside of the United States will be considered on a case-by-case basis. Before starting the program, applicants must have completed an undergraduate course in General or Introductory Psychology, and an undergraduate course in statistics.

Please contact us for more information: [iopsychgraduate@wesleyancollege.edu](mailto:iopsychgraduate@wesleyancollege.edu).

#### Master of Business Administration:

1. Complete all parts of the application
2. Applicants must provide the following:

- a completed application
  - a curriculum vita or resume
  - two letters of professional reference
  - official transcript from the institution from which a Bachelor's degree was earned
  - an interview will be scheduled once all documents have been received
3. Applicants must have earned a bachelor's degree from an institution of higher education accredited by an institutional accreditor with a minimum cumulative grade point average of 3.00 on a 4-point scale with a major or minor in business.\* Students who have not majored or minored in business, must either take the GMAT and score at least 500, earn a B or higher in at least two prerequisite classes as assigned by the Program Director, or have at least three years of business management experience. Students from universities outside of the United States will be considered on a case-by-case basis.

Please contact us for more information: [MBA@wesleyancollege.edu](mailto:MBA@wesleyancollege.edu).

### **Master of Education:**

1. Complete all parts of the application
2. Applicants must provide the following:
  - three letters of professional reference
  - official transcript from the institution from which a Bachelor's degree was earned
  - a copy of a valid professional teaching certificate or evidence of having been the teacher of record in a classroom for at least two years
3. Applicants must have earned a bachelor's degree from an institution of higher education accredited by an institutional accreditor with a minimum cumulative grade point average of 3.00 on a 4-point scale. Students from foreign universities will be considered on a case-by-case basis.
4. Applicants must pass an assessment of graduate writing skills to be administered by Wesleyan College faculty.
5. An interview with each applicant will be conducted by the Director of the M.Ed. Program or the director's representative as early in the application process as possible.

Please contact us for more information: [edugraduate@wesleyancollege.edu](mailto:edugraduate@wesleyancollege.edu).

### **Graduate Admission Policies**

Wesleyan College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College. Wesleyan does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, loan programs, and other school-administered programs. No person with a disability is, on the basis of the disability, excluded from participation in, denied benefits of, or otherwise subjected to discrimination under any program, employment, or activity at Wesleyan College.

**Admission Notification.** The Graduate Program Director thoroughly reviews each file and makes admission decisions according to the guidelines established by the faculty. One of the following decisions may be made on a student's application for admission:

Acceptance: Students will be notified of their acceptance by a letter from the Office of Enrollment Services. The College reserves the right to withdraw an offer of admission if new information, such as a final transcript, is inconsistent with credentials submitted with the student's application materials for admission.

Provisional Acceptance: Students may be provisionally accepted to the term for which they apply prior to the receipt of official transcripts. In order to enroll for the semester, students provisionally accepted must submit official transcripts prior to the end of the semester in order to be eligible for the second semester.

**Denial:** The College recognizes that the process of selecting students for admission cannot predict perfectly students' level of academic ability and motivation or general fit with a college. The College cannot offer admission to all students in a competitive pool of applicants.

**Waitlist:** Some competitive applicants may be offered an opportunity to be on a waiting list for admission.

**Note:** The College reserves the right to change policy. Students should contact the Office of Enrollment Services or refer to current publications for updated information on programs and policies. Satisfying requirements does not guarantee admission.

**International Students.** Throughout its history, Wesleyan College has enjoyed a strong relationship with international students and welcomes their applications. International students must submit the following:

**Competency in English:** A minimum of 213 (computer-based), 550 (paper-based), or 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL), sponsored by the Educational Testing Service. Wesleyan College will also accept International English Language Testing System (IELTS) scores, sponsored by the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations. Students must score at least 6.0 on the IELTS, with no subscore lower than 5.5. International applicants who graduate from an English speaking post-secondary institution may ask to have the language proficiency test waived. An International Student may also demonstrate English competency by taking China's National College Entrance Exam (commonly known as the GAOKOA Exam). On the G7 version of the test, the student must score a minimum of 100 on the English portion. On the G5 version of the test, the student must score a minimum of 67 on the English portion. In addition, GTEC scores of at least 1190 as proof of English proficiency at the B2 level.

**Transcripts:** An official copy of the college/university transcripts translated into English (if necessary), along with a course-by-course credit evaluation from a professional evaluation agency indicating credit hours and grades converted to the semester system of higher education in the United States. (Applicants may contact the Office of Enrollment Services for information regarding credential evaluation agencies.)

**VISA Documents:** An International Student Certificate of Finance, bank statement, and a copy of a valid passport.

## **Graduate Academic Procedures and Regulations**

**Policies and Procedures.** All academic policies and procedures can be found in the Academic Catalogue. Students are required to read and adhere to all regulations.

**Academic Calendar.** The academic calendar is posted in the Wesleyan College Catalogue, on the website, and on WesPortal, WesNet tab, Registrar's Office section. Each graduate program adheres to their own calendar.

**Academic Advising and Registration.** The director of the graduate program will provide academic advising to graduate students. Faculty advisors are available to assist students, but responsibility for acquainting themselves with regulations and fulfilling all requirements for the degree rests with individual students.

**Academic Exclusion/Dismissal.** Graduate candidates are required to maintain a 3.00 grade point average. M.Ed. candidates may have a grade of "C" in no more than one course in their graduate program. M.A. and MBA candidates may have a grade of "C" in no more than two courses in their graduate program. Any candidate who receives more than the allowed "C" grade(s) or receives one "F" grade will be reviewed for continuance in the program and may be suspended or dismissed from the program.

A candidate who repeats the same course (in which a grade of "C" or "F" was earned) and cannot achieve a cumulative grade point average of 3.00 after the repeat of the course will be academically dismissed from the program.

The student may appeal her or his exclusion to the Graduate Program Council; the process of appeal is outlined in the letter of exclusion. A student may be excluded at any time for other than academic reasons as explained in Catalogue.

**Attendance.** The semester begins with the first day of class according to the College calendar. Students are responsible for all absences from class, and it is the responsibility of the student to contact the professor about the possibility of making up work missed for any absence.

Students are expected to be regular and punctual in attending classes. A student who is absent from any class may be penalized by the lowering of the course grade. Financial aid will not be disbursed to students who do not attend class.

**Civility in the Academic Community.** Students, faculty, and staff are expected to treat one another with respect in all interactions. In the classroom, rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the instructor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class will be asked to leave and will be counted absent for that class period. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost of the College.

**Credit and Grading System.** Letter grades are used in graduate courses. Plus and minus grade designations are not used. Letter grades are interpreted below with the number of quality points per credit hour or percent of total points assigned to each letter grade.

A: Superior (4 points). The grade A is reserved for work that is of exceptional quality and showing unusual insight, initiative, and understanding.

B: Outstanding (3 points). The grade B is awarded for work that is of outstanding quality and is consistently above the average.

C: Passing (2 points). The grade C indicates average performance. It is an acceptable and respectable grade.

F: Failing (0 points). The grade F indicates failure.

I: Incomplete (not computed in GPA)

W: Withdrawal (not computed in GPA).

Graduate students may not receive credit for graduate courses through course challenge or credit for prior learning.

**Grade Appeals.** Appeals for a change in the final course grade must be initiated within 5 working days after the registrar's office has posted final grades for the term in which the course was taken.

Any student considering a grade appeal should understand that each faculty member has the right and responsibility to determine grades according to any method chosen by the faculty member as long as these methods follow professional and disciplinary standards, are clearly communicated to everyone in the class, and are equally applied to all students. Therefore, grades should only be appealed under circumstances such as the following:

1. The instructor erred in the calculation of the grade;
2. The assignment of a grade was on the basis other than performance in the course, (though a grade may reflect a penalty for academic misconduct.)
3. The assignment of a grade had a substantial departure from the instructor's previously announced standards.
4. The grading decision was based upon standards unreasonably different from those which were applied to other students in the same course and section.

The grade appeal procedure is NOT to be used to review the judgment of an instructor in assessing the quality of a student's work nor is it to be used if the student disagrees with the instructor on how the course was conducted or a clearly communicated course policy. Such concerns should be shared with the instructor and/or the appropriate department chair.

If a student wishes to appeal a grade the following process should be followed:



**Step One:** Complete the grade appeal form located on WesPortal > Wesnet > Registrar's Office Student > Forms. E-mail this form along with any documentation to the instructor. Within five business days after receiving the appeal, the instructor will submit a written response to the student. If the student does not hear back within five days from the instructor, the student should send the appeal directly to the department chair.

**Step Two:** If, after the instructor's review, the grade dispute remains unresolved, the student can submit the appeal to the director of the graduate program. The director will attempt to resolve the dispute between the instructor and the student and may consult with other persons who have relevant information. Within five business days after receiving the appeal, the director will submit a written response to the student with a copy to the instructor.

Note: If the grade dispute is with the department chair, the student will appeal to the division chair. Within five business days after meeting with the student, the division chair will submit a written response to the student with a copy to the department chair.

**Step Three:** If all efforts to resolve the grade appeal at the program level fail, the student may petition the Provost of the College to review the appeal, via e-mail, by submitting the same information as above. If the Provost determines the need for a review committee to examine the issues of the grade appeal, the committee shall consist of three faculty members - one from the instructor's department and two from academic divisions other than that of the instructor. The committee, if appointed, will advise the Provost of the College regarding the grade under appeal. The Provost will submit a written response to the student with a copy to the program director and instructor as soon as the decision is made.

Should a grade change result from the appeal, it is the responsibility of the decision-maker at the level of resolution (instructor, program director, or Provost) to file, in writing, an authorization for grade change with the Registrar of the College. Said authorization should be submitted to the Registrar's Office within five working days of the decision. A copy of the grade change shall become a part of the student's permanent file.

*No change of grade may be made later than one semester (or term) following the semester in which the grade was received. The Provost may make exceptions to the timeline for faculty responses as needed.*

**Complaints of an Academic Nature.** Complaints related to academics but unrelated to grade appeals will follow the same general procedures as outlined above for grade appeals. The complaint must be made in writing to the instructor, with a copy to the director of the academic program. If the complaint is not resolved, the student may appeal to the division chair, then the Provost of the College, and finally the President of the College.

**Graduation.** Graduate degrees are conferred upon satisfactory completion of all requirements, as announced on the program academic calendar. A minimum of 30 credits is required for a graduate program at Wesleyan College. Refer to the program of study to review credit requirements on each individual program.

Graduate degrees are conferred upon satisfactory completion of all requirements, as announced on the individual program academic calendar. The college will also host one annual commencement ceremony for graduate program students in August.

Attendance at graduation is required. A student may graduate *in absentia* only with the written permission of the Provost of the College. Students must pick up their diploma from the Registrar's Office or will be required to pay a shipping fee to have it mailed. Diplomas will be shipped or made available for pickup during regular business hours the first working day after commencement.

Each student's diploma and transcript will bear the student's legal name. If the name has changed since admission to the College, the student must submit a court order or other document indicating a legal change of name to the Registrar no later than June 1st prior to commencement in August. Refer to the Name on Official Records policy.

The commencement program will bear the student's preferred name as indicated on the application for diploma. If the preferred name has changed since submission of the application for diploma, the student must submit a request to change the preferred name to the Registrar no later than June 1st prior to the commencement ceremony.

### **Participation in the Annual Commencement Ceremony**

A student is eligible to participate and will receive their diploma during the commencement ceremony upon meeting all obligations to the College and completing academic requirements for the degree.

A student who has not met all academic requirements is eligible to participate in the commencement ceremony under the following circumstances:

- Undergraduate program students must have no more than 7 credits of academic requirements remaining.
- Graduate program students must have no more than 6 credits of academic requirements remaining.
- Must be in good financial standing with the College and without a past due balance hold.
- Must not have any holds on their account from any department at the College.
- Students will not receive a diploma during the commencement ceremony.
- Upon meeting all obligations to the College and completing academic requirements, students will pick up their diploma from the Registrar's Office or will be required to pay a shipping fee to have it mailed.

All financial obligations to the College must be paid in full in order for a student to be cleared for graduation. No student who owes an outstanding balance of any amount will be permitted to participate in the commencement ceremony. No degree will be conferred to any student who owes an outstanding balance of any amount to the College. Degrees held due to financial obligations will be conferred in the next commencement ceremony after all obligations to the College have been met.

**Honor Code.** The Honor Code is the foundation upon which life in the Wesleyan College community is built. It is based upon the idea that individual freedom is a right founded upon responsibility. Graduate students are expected to tell the truth, respect others and their property, and maintain academic integrity and honesty in all areas of college life. If a student violates a principle of the Honor Code, the student is honor-bound to self-report. Likewise, if a student is aware that a fellow student has violated an honor principle, the student is honor-bound to ask the violator to self-report or notify an appropriate college official within 24 hours to report the violation. Academic violations of the Honor Code must be reported to the faculty member teaching the class. All other violations must be reported to the Graduate Judicial Officer (GJO). The GJO is a full-time faculty member on the Graduate Program Council. She/he is elected by the Graduate Program Council for a period of two years.

Maintaining these principles of honor is the ideal toward which we strive. Our Honor Code is not destroyed by infractions of the rules; it is damaged when violations are tolerated. Membership in the college community involves establishing and maintaining these broad honor principles. It is understood that by becoming a graduate student at Wesleyan, an individual signifies acceptance of the Honor Code and all policies and procedures set forth in the catalogue, and as enacted by College Officials.

**Honor Code Pledge.** As a member of the Wesleyan College student body, I will uphold the Honor Code, strive for personal honesty and integrity in all areas of my life, and fulfill my responsibility for maintaining the Honor Code in the college community.

**Honor Council.** The Graduate Honor Council (GHC) is convened on an as-needed basis by the Graduate Judicial Officer (GJO). The GHC is composed of:

- The GJO
- One full-time faculty member who teaches in one of the graduate programs.
- One full-time faculty member who does not teach in one of the graduate programs.
- One MBA student who has completed at least 15 semester hours of coursework.
- One M.Ed. student who has completed at least 15 semester hours of coursework.
- One M.A. student who has completed at least 15 semester hours of coursework.

**Honor Council Procedures.** In case of a violation of the Honor Code, any member of the faculty, administration, staff, or student community should, when possible, confront a student for an honor offense at the time of the offense. If unable to confront the student at the time of the offense, the violation should be reported to the appropriate college faculty or staff members who will then notify the accused of the alleged charge. Students are strongly encouraged to self-report. The GHC considers self-report as an act of integrity. The accused has 24 hours from that time to report the incident to the GJO. The accuser will report the charges to the GJO or the Provost of the College. The GJO will notify the accused in writing of the charges, the procedures, and the date and time of the hearing at least 48 hours before the scheduled

hearing. In emergency situations, 48 hours may not be provided. Cases will be heard as soon as possible after the accused has been officially notified of the charges, with the exception of extenuating circumstances. The GJO or the Provost of the College can discuss cases of academic dishonesty with the professor prior to a Graduate Honor Council hearing. If charges are brought during the week of final exams, the GHC will make every effort to hear the case before the end of the semester. If this is not possible, the case will be held over until the next semester.

A hearing will enable both the accuser and accused to provide accounts of the incident. If the accused does not attend the hearing, it will be held in his/her absence, and the student will forfeit the right to appeal. The GHC will deliberate, decide on a verdict, and choose a sanction. Students will be notified in writing of the hearing outcome.

Appeals can be made to the Provost of the College, at which time they can be upheld, amended or returned to GHC to be heard. All appeal decisions are considered final.

A student who has been accused of an Honor violation:

- Will have the case heard without undue delay.
- Will receive written notice of the charges, procedures, and date and time of the scheduled hearing no less than 48 hours before the scheduled hearing with the exception of extenuating circumstances.
- May testify or remain silent.
- May question the accuser and/or any witnesses appearing against the student.
- Can present witnesses and/or evidence on own behalf.
- May be present at the accuser's case presentation.
- May appeal to the Provost of the College only if she/he attended the initial hearing and has ground for the appeal as described below.

The hearing procedure is as follows.

The accused will be called into the Graduate Honor Council room at which time the Graduate Judicial Officer will explain the hearing procedure and state the student's name and the charges being brought against her or him. The accused will be informed that the proceedings will be tape recorded to insure accuracy and for appeal purposes.

The accused will be reminded that he/she is bound by the Honor Code and is required to tell the truth and given the opportunity to present his/her case.

The accuser will be asked to present her or his account of the incident and to present any witnesses about any matter logically relevant to the charge against the student. The accused has the right to be present during this testimony and can question the accuser or any witnesses without being questioned.

After the accuser presents all testimony, the accused has the right to present a defense and to offer testimony and that of any witnesses (maximum of 3).

The GJO may limit unproductively long, repetitive, or irrelevant questioning.

After the case has been presented, the Council will hold confidential deliberations. A decision will be rendered and the accused will be notified in writing within twenty-four (24) hours of the conclusion of the hearing, typically via fax or e-mail according to the preference of the accused. Students are responsible for checking their mailbox for hearing notifications and completion of sanctions (when applicable).

Note: Students are required to represent themselves. Legal or parental representation is not permissible in Honor Council proceedings or appeal hearings.

Possible Sanctions - Any sanction imposed by the Graduate Honor Council is independent of academic sanctions levied by the course instructor. The following are possible sanctions available to the Graduate Honor Council; others may be used if deemed appropriate by the board.

- Educational Endeavor - Completing educational projects relevant to the violation.
- Fines - Graduate Honor Council may assess fines (up to \$100) which are appropriate for the violation.

- Non-Academic Probation - A period of time, as determined by Graduate Honor Council, during which another Honor Code violation will be subject to further penalty. When a student is placed on non-academic probation, if the student comes before Graduate Honor Council again during the probationary period, any previous violations will be taken into account when assessing a sanction.
- Removal from the College - Removal from the College, with loss of visitation privileges for on-campus and College sponsored events, at which time, no refund of fees will be given and full payment of tuition is required to be paid for the current semester. A student may be considered for readmission if outlined at the time of removal. The Provost of the College may consider readmission.
- Suspension - The immediate or deferred exclusion from classes and other privileges (as set forth in the notice of suspension) for a period of time (one semester/session minimum) at the end of which the student may be considered for re-admission by the Provost of the College. No refund of fees will be given and full tuition is required to be paid for the current semester.
- Warning - A written statement to the individual that the individual has violated a college regulation or policy and that repetition of the same offense or any other violation may be cause for more severe disciplinary action. All previous violations will be taken into account when assessing a sanction if a student comes before Graduate Honor Council again during the probationary period.

A formal, typed appeal must be presented to the Provost of the College, within 72 hours after the notification of the sanction has been delivered to the student. Appeals will not be accepted in cases where the student has not attended his or her Graduate Honor Council hearing. The student must state the reasons for the appeal and present evidence to support the claim, the verdict (responsible or not responsible), the sanction, or both. The Provost reserves the authority to uphold or amend the sanction or to have Graduate Honor Council and rehear cases when deemed appropriate. In the case of student appeals, the action taken will be administered but can be reversed after the appeal has been heard. Appeal decisions are final.

The following are the only grounds for appeal regarding Graduate Honor Council cases:

- Evidence was not available at the time of the Graduate Honor Council decision but is now available and is directly related to the case.
- The Graduate Honor Council did not follow proper procedure.
- The sanction is extreme in relation to the violation.

The Graduate Honor Council will maintain confidentiality related to cases and all surrounding circumstances. Hearings are open to relevant parties only as designated by the Provost of the College. All college judicial cases are confidential. Cases, students involved, outcomes, or any related circumstances will not be discussed. Exceptions include relevant persons associated with the case on a need to know basis as defined by the designated College official. Accusers may inquire as to whether or not cases have been processed by Graduate Honor Council, however verdicts remain confidential.

Copies of the official correspondence related to all cases will be placed in the student's permanent file by the Registrar. Student files are kept confidential and released only with an official request (see the FERPA section for more information regarding privacy rights).

**Incomplete.** The grade of I is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the instructor and to the Provost of the College. Permission from the instructor and from the Provost of the College must be requested and given before an I may be recorded. The procedure is as follows:

- Except in cases of emergency, the student should consult with the instructor concerning the incomplete.
- Except in cases of emergency, the student must file a written request for an incomplete with the instructor outlining her reasons for the request.
- In cases of emergency (defined as unexpected occurrences such as accidents or sudden illness) when there is no opportunity for a consultation or a written request, the instructor may assign an incomplete grade for the student.
- The instructor must submit an Incomplete Grade Form (found on WesPortal, WesNet tab, Provost's Office section, forms) to the Provost of the College for approval.
- Instructors must remove I grades by the deadline (for fall semester, February 1, for the spring semester, July 1, and for the summer semester, by October 1). The Provost will notify the student, by letter, prior to this time of the

fact that a grade of Incomplete which has not been made up by the deadline will be assigned a grade of F by the Registrar. A copy of this letter will be mailed to the instructor of the course as well.

- It is the responsibility of the student to make arrangements for completing all work by the deadline. A student failing to complete all work shall be regarded as having failed in the course, and a grade of F will be recorded by the Registrar.

**Leave of Absence.** A leave of absence is designed to allow a student a break in studies for a limited time without having to withdraw from or apply for readmission to Wesleyan College. The leave of absence applies to any matriculated student who is in good academic and financial standing with the college. However, a leave of absence has consequences for a graduate student in a cohort program, and should always be discussed with the student's academic advisor. The leave of absence may last for a minimum of one semester, and a maximum of a 12-month period; a student may only accrue a total of two semesters (excluding summer semesters) for leave of absence during her/his college career. International students must comply with immigration regulations regarding continuous enrollment. Consult with the Student Affairs office concerning regulations.

The student will consult with the program director and apply to the Registrar of the College for a Leave of Absence during the semester preceding the leave of absence period. A student cannot take a leave of absence after the semester begins. Once the leave of absence is approved, the student is required to pay an in absentia fee to the College. Consult the Business Office for current fees. When she or he returns, the fee will be applied to tuition. If the student does not return, the continuation fee will be deemed forfeited.

Upon her or his return, it is the responsibility of the student to notify both the program director and the Registrar during registration to reinstate her academic standing. At this time, the student does not need to apply for readmission. If a student exceeds the allotted leave time, she will be deemed to have withdrawn and must apply for readmission. Program requirements in effect at the time of the student's approval for a leave of absence will continue in effect upon return within the allotted leave time.

The Provost of the College may make exceptions to this Leave of Absence policy under extraordinary conditions.

**Name on Official Records.** The Registrar's Office is responsible for maintaining a student's official academic record, and as such is the office that controls student name changes at Wesleyan College. All inquiries and requests should be directed to this office. Legal name is defined as the name verified by a birth certificate, marriage certificate, social security card, passport, or court order. Students wishing to change their name on their official academic record from the name under which they were admitted to the College must provide the Registrar with legal documentation reflecting their new legal name.

Change of name requires (1) presentation of a current Social Security card reflecting the new name and (2) a government-issued photo ID, marriage certificate, divorce decree, or court order reflecting the new name. Please present the original legal document or a certified (i.e., notarized) copy with the original notary seal to the Registrar's Office. Faxes cannot be accepted. Original documents will be copied for your file and returned to you.

International students' names must appear on academic records exactly as they appear on the passport issued by the home country. The U.S. entry visa may not be used as documentation for a name change.

Alumnae who wish to order a replacement diploma may do so through the Registrar's Office. Diplomas are only printed twice a year corresponding with commencement. See tuition and fees section for replacement cost.

**Numbering of Courses and Abbreviations.** Single numbers indicate one-semester courses. Graduate courses are numbered at the 500 level or higher. Subject codes are indicated by the letters following each subject.

EBA Business Administration

EDU Education

MAT Mathematics

PSY Psychology

**Teaching and Learning with Technology.** Wesleyan College students have the opportunity to experience various learning environments through several modes of delivery: traditional classroom (face-to-face), online, and electronic hybrid. Students in "electronic hybrid" courses meet at least half of the time in classroom or laboratory sessions and half of the time in collaborative online settings. Students in "online" courses interact predominantly through collaborative online means. Because some face-to-face interaction is essential for instructional continuity, electronic courses must involve a preterm meeting to orient students to the technology and requirements of online work.

In order to promote an environment in which ideas may be freely expressed, the interior office and classroom spaces at Wesleyan are private spaces. The unauthorized creation of photographic images, audio or video recordings of students or faculty in these spaces is considered to be disruptive behavior which may result in a student's removal from class according to the instructor's discretion. The distribution of any such recordings of students or faculty without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.

**Transcript Requests and Release of Records.** Wesleyan College recognizes the privacy rights of students with regard to their educational records, including the right of access to their own records and the right to a hearing to challenge the accuracy of such records. The College will not release personally identifiable data about students from education records without written permission from the student to any individual, agency, or organization, except to the extent that the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) authorizes disclosure without consent.

Students and alumnae can electronically send official transcripts to the destination of their choice. Instructions for ordering a transcript are located on Wesleyan's Website: [www.wesleyancollege.edu](http://www.wesleyancollege.edu). Click on Academics, Request a Transcript. Unofficial transcripts are only available to currently enrolled students through their WesPortal account at no charge. Fees for transcripts are given in the Financial section of the Catalogue. Wesleyan College is not responsible for incomplete or incorrect mailing addresses provided with requests for transcript releases.

Requests for transcripts will be checked and approved for release within 5 working days by the Registrar's Office at Wesleyan College. During peak periods of activity in the Registrar's Office such as the opening and closing of semesters, registration, and graduation, the processing time for release of transcripts may extend slightly beyond five working days.

Wesleyan reserves the right to withhold the transcript of any student who is past due or delinquent on her loan obligation(s) to the College, is delinquent or has defaulted on federal student loans, owes the College money from current or previous enrollment, has failed to submit official transcripts from previous high schools or college attendance, has failed to return College property, has failed to secure proper immunizations as required by the Health Services of the College, or has failed to fulfill any other obligation to the College.

**Transferring Credits.** Wesleyan College graduate programs do not accept transfer credit from graduate courses taken at other institutions.

**Withdrawal.** For candidates in a cohort-format program, withdrawal from a course is equivalent to withdrawal from a cohort. Candidates are strongly encouraged to consult with their advisor when making a decision on withdrawal from a course. A student may withdraw from a course only in the case of serious illness or emergency with the approval of the Graduate Council and the Provost of the College no later than one week past the mid-term point of the current term. Exceptions regarding the withdrawal deadline are made only in cases of illness and emergency when a "W" may be granted past this date at the discretion of the Provost of the College. Withdrawal from a class must be accomplished through the Registrar's Office, Tate 120. It is strongly recommended that any student receiving financial aid who is contemplating withdrawal from the College, first contact the Office of Student Financial Aid to determine the impact of that decision.

1. **Voluntary Withdrawal.** Students who find it necessary to withdraw from the college during the regular academic year must file with the Registrar of the College a withdrawal request form requesting administrative approval for such action. Voluntary withdrawal is considered official by the College only upon receipt of said request. Honorable dismissal is granted only if all financial obligations to the College are satisfactorily cleared. Students who withdraw and do not complete the semester enrolled, the date the student initiated the withdrawal process will serve as the withdrawal date and the date the college determined she or he withdrew. Students who withdraw and complete the semester enrolled, the date of the last day of the term enrolled will serve as the withdrawal date and the date the college determined she or he withdrew. Students who do not officially withdraw, but fail to register for the next fall or spring semester are considered voluntarily withdrawn as of the last day of the last term enrolled.

2. **Administrative Withdrawal.** The Provost of the College may withdraw a student from a class or dismiss her or him from the College for failure to cooperate with an instructor's policies for classroom behavior or for repeated failure to respond to an instructor's requirements for a course. The date the Provost initiated the administrative withdrawal will serve as the student's withdrawal date and the date that the college determined she or he withdrew. Notification must be given to the Registrar.
3. **Medical Withdrawal.** If, for medical reasons, a student seeks to withdraw from the College after the last day to withdraw without academic penalty, she or he must document the illness through an official medical report from a physician, and it must be approved by the Provost of the College before the official withdrawal is accomplished through the Registrar's Office. If the student fails to document her or his illness, and/or is not approved for a medical withdrawal by the Provost of the College, she or he is responsible for completing the course requirements. The date the student initiated the Medical Withdrawal process will serve as the withdrawal date and date that the college determined she or he withdrew.
4. **Mandatory Medical Withdrawal.** The College may require mandatory medical withdrawal of any student who, in the opinion of the Director of Health Services, the Director of Counseling, or the Provost of the College, has an illness or condition that might endanger or be damaging to the health or welfare of the student or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community. The date the college administration initiated the mandatory medical withdrawal process will serve as the student's date of withdrawal and date that the college determined she or he withdrew. Notification must be given to the Registrar.
5. **Non-Attendance and Unofficial Withdrawal.** Students receiving federal financial assistance, who do not pass any courses and who do not officially withdraw from Wesleyan College are considered "unofficially withdrawn." Students who are unofficially withdrawn must apply to the College for readmission in future semesters.

The Higher Education Amendments of 1998 and the Higher Education Reconciliation Act of 2005 set forth regulations governing the treatment of Title IV funds (Federal Pell Grant, Federal Supplemental Education Opportunity Grant [SEOG], Academic Competitiveness Grant [ACG], National SMART Grant, Federal Subsidized Loan, Federal Unsubsidized Loan, and Federal PLUS) when a student withdraws completely from an institution. When a student withdraws during a period of enrollment in which she or he has begun attendance and has received federal Title IV financial aid, Wesleyan College is required to determine the amount of earned and unearned Title IV aid. A student is eligible to retain the percentage of Title IV aid disbursed or that could have been disbursed that is equal to the percentage of the enrollment period completed by the student (calculated daily). Scheduled breaks of 5 or more consecutive days are excluded. The unearned Title IV aid must be returned to the appropriate federal aid program(s). If the student has completed more than 60% of the enrollment period, no Title IV aid needs to be returned.

**Workload.** A normal course load is between 6 and 12 semester hours during the fall and spring semesters. 6 credits is considered full-time in all graduate programs. To maintain visa status, all international students must enroll and maintain at least 6 credit hours during fall and spring semesters. Exceptions to this regulation must be discussed with the international student advisor. Only one online or distance learning class (maximum three credits) can count toward a full course of study for an F-1 student during each term or semester.

## **Programs for Graduate Academic Enrichment**

**Instructional Technology Program.** The objective of the Instructional Technology Program is to prepare students to live in the twenty-first century by teaching them to use the computer as a tool for learning, thinking, and communicating. To this end, the college offers courses in alternative electronic hybrid and online formats. Students in "hybrid" courses meet approximately half of the time in classroom or laboratory sessions and half of the time in collaborative online settings. Students in "online" courses interact predominantly through collaborative online means. Because some face-to-face interaction is essential for instructional continuity, electronic courses must involve a preterm meeting to orient students to the technology and requirements of online work.

Wesleyan College requires all full-time students to have a personal computer which meets minimum specifications. For information or current specifications, contact the Director of Computer and Information Resources at 478-757-5125.

Wesleyan is committed to providing students with the opportunity to use technology appropriate for their field of study. Students have access to both private e-mail and access to WesPortal, the College's intranet. The use of the systems must comply with the College's network policy which fully supports the EDUCOM Code for the protection of software and intellectual rights.

Wesleyan College provides students with (Wi-Fi) wireless network connection throughout the campus. These connections afford students the opportunity to browse the Internet, conduct research, and develop an appreciation for the ever-changing world of digital information.

Several computer laboratories and electronic classrooms are available for specialized activities such as scanning, statistical analysis, multimedia development, multimedia presentations, and Web page creation. Most courses involve direct use of computer and web-based resources. The Canvas learning management system facilitates sharing course resources, grading, bulletin-board and chat-based discussions. Students have access to electronic databases and Georgia inter-library loans and downloads as well as extensive use of virtual exploration programs and electronic simulations.

Information Technology Assistants are available to provide computer support and training.

**Disability Resources.** Wesleyan College is committed to equal education and full participation for all students. Disability Services is committed to supporting students with disabilities. The Director of Disability and Advocacy Services oversees the implementation of disability related programs and services.

If a student with a disability wishes to receive an accommodation, it is the responsibility of the student to inform the Director of Disability and Advocacy Services and request an accommodation by completing the Disability Services Request Form. The student must provide current documentation from a qualified licensed professional as soon as possible, prior to when accommodations are desired. The documentation should include the specific diagnosis attributing to the disability, how the diagnosis was determined, and effects the disability will have on the student's collegiate life. Students may request a Wesleyan College Disability Services Verification Form on which a licensed professional can provide this information.

If the submitted documentation meets the requirements, the Director of Disability and Advocacy Services will approve reasonable accommodations and notify the student of this approval. If the documentation does not meet the requirements, the Director of Disability and Advocacy Services will inform the student that additional information or contact with the medical professional is required. If a student feels as though she has been denied a reasonable accommodation or is dissatisfied with the determination that they are not eligible as an otherwise qualified individual with a disability the student may appeal in writing according to the Process for appealing decisions by the Office of Disability Services.

Once approval of the accommodation request has been obtained from the Director of Disability and Advocacy Services the student is expected to identify herself and present the documentation provided by Disability Services to the appropriate staff or faculty member as soon as possible. The student is then expected to meet with the appropriate staff or faculty member to determine how accommodations will be administered. The student will then return the paperwork to Disability Resources in order to finalize the accommodations.

Accommodations that decrease the integrity of a course or program or cause an undue burden will not be approved. Accommodations will not be granted retroactively. Accommodations will be determined on an individual basis according to specific student needs. To continue to be considered for academic accommodations, a student must request services each semester. Other accommodation requests must be made annually.

**Willet Memorial Library.** The Lucy Lester Willet Memorial Library offers a variety of print and electronic resources to support student research and the College curriculum. The library's strong liberal arts core collection includes more than 140,000 books, 33,900 microforms, and more than 500 print and online periodical subscriptions. The library provides extensive electronic resources, including more than 100 databases containing periodical indexing, full-text journals and reference works supporting a full range of curricular programs. Many of these are available through the statewide GALILEO (Georgia Library Learning Online) project. Through Wesleyan's membership in the Georgia Private Academic Libraries (GPALS) consortium, students can enjoy access to the library collections of 20 other academic libraries in the state in addition to being able to borrow materials from libraries nationally via interlibrary loan. Professional librarians offer reference and research assistance, workshops, and other learning opportunities designed to foster information-literacy skills for academic success and life-long learning. Library hours before and during holidays may change. Hours for holidays and summer session are posted on the Library's website.

**Graduate Financial Information.** Graduate students may contact the Financial Aid Office for financial assistance. Funds may be available through private, state, and federal programs for these students. Financial information is located in the financial information section of the catalogue.



**Graduate Financial Aid Policies.** Financial aid policies are located in the financial aid section of the catalogue.

**Graduate Student Life.** Wesleyan strives to exist as a community of scholars - a community comprised of students, faculty, staff, and administrators. Respect for the individual student and for the individual student's contributions to the College community drives the academic and co-curricular programs of the College. Enthusiasm and respect for diversity of culture and thought permeates the Wesleyan community. Students from different cities, states, countries and cultures, and students with many different ideologies enrich the Wesleyan experience for all members of the College community.

**Dean of Students.** The Dean of Students oversees the Division of Student Affairs and is responsible for the overall quality of campus life. The Dean of Students is available to assist students with problems and concerns. The Dean of Students oversees areas of equity and inclusion, residence life, and disability and advocacy services.

**Campus Police.** The Wesleyan Police Department provides 24-hour, 365 days a year service. Students, faculty, staff, and visitors are encouraged to report all incidents of crime and emergencies to the Wesleyan Police as soon as possible. The officers are state certified police officers who have been authorized by the State of Georgia to exercise all enforcement powers, including the power of arrest, and authorized by the governing body of the College to have jurisdiction over the College campus. Campus Police may be contacted from any on-campus phone by calling 5145, or by calling 478-960-7969. Campus phones are located outside each residence hall. Officers will provide night time escort service on campus for students. The Wesleyan Police Department crime statistic report can be found on the college website under campus safety and on the WesPortal.

**Food Service.** Food Service on campus is provided through Metz Culinary Management. Non-boarding students, faculty, staff and guests may eat in the Anderson Dining Hall by purchasing meals through the cashier.

## Master of Arts (M.A.) in Industrial-Organizational Psychology

Industrial-Organizational (I-O) psychology is a quickly growing area of psychology that applies psychology research to the workplace. This interface between psychology and business makes businesses, government organizations, non-profit agencies, and health-care settings more productive and profitable, and also improves the well-being of employees. Psychological knowledge resulting from research evidence can be applied to improve the functioning of workplaces in many ways. For example, findings can improve how organizations function, how jobs are defined and staffed, how teams work together, and can be used to increase employee health and satisfaction, and to reduce conflicts and problems. Wesleyan's program has been developed according to recommendations of the Society for Industrial and Organizational Psychology (SIOP), and is a terminal master's degree program. This Master of Arts applied psychology degree is designed to equip you to work as a practitioner with a career in consulting, diversity education, or training in a variety of settings, including business, non-profit, and public agencies. The program will develop students to be good consumers of research and to understand how to apply it. As students are not expected to learn how to produce new research evidence, a master's thesis is optional but not required.

Our program emphasizes justice in the workplace, which is embedded throughout the curriculum. The unique justice focus emerges out of the College's valuing of justice and inclusion for all people and its roots in the United Methodist Church. As businesses are becoming more aware of the costs of failing to prioritize treating people justly, Wesleyan I-O graduates will offer expertise in issues such as embracing and sustaining workplace diversity, equitably treating people, and valuing worker well-being, as well as global issues, including humanitarian work psychology. This specialized curriculum will qualify students for a number of jobs, including consulting to or positions with companies that would like to improve their workplace culture. And Wesleyan's proven track record at making connections around the world will introduce you to international opportunities in I-O psychology.

I-O psychology practitioners are increasingly in demand, and are paid well. Research the latest statistics on pay at the Bureau of Labor Statistics ([bls.gov](https://www.bls.gov)); in 2017, the mean annual wage was \$102,530. Wesleyan's intensive 18-month fast-track program is a hybrid program, including some online courses to maximize flexibility for students. However, we include traditional classroom work as well, emphasizing Wesleyan's signature seminar-style classroom experience, because we believe the skills you will develop in this setting are essential to success as a professional. Classes are scheduled in the evenings.

## Learning Outcomes

Through course work and experiences in this program, the student will:

- Develop a commitment to developing, expanding, and upholding justice in organizations, and be a leader in and model of ethical behavior, trustworthiness, and the highest levels of integrity.
- Develop a sophisticated understanding of how identity, culture, economics, ability, and context intersect and influence people, and be fluent in understanding, respecting, and valuing all forms of human diversity, including those related to gender, ethnicity and race, sexuality, nationality, economic status, disability, and generation.
- Demonstrate professional levels of competence in interpersonal interactions, team building, and conflict management.
- Demonstrate professional levels of competence in formal and informal oral and written communication.
- Understand research design, methods, sampling, statistical analysis using R programming language and statistical software, and research ethics. Demonstrate competence in planning, implementing, and interpreting research methods as is necessary in I-O practice.
- Achieve fluency in the core content areas of I-O practice: attitude theory, measurement and change; career development; criterion theory and development; groups and teams; human performance; individual assessment; individual differences; job evaluation and compensation; job analysis, competency modeling, and classification; judgment and decision-making; occupational health and safety; organization theory and development; performance appraisal; personnel recruitment, selection, placement, and classification; training; and work motivation.
- Develop an introductory knowledge of consumer behavior and human factors.

## Program of Study

The M.A. program is designed to allow students flexibility in the work toward their graduate degree. The course is an intensive, 18-month program which students may enter in August or in January. The program requires a total of 34 credit hours and may be taken full- or part-time. Classes are scheduled in the evening and online to allow students to combine their coursework with full-time employment.

### Suggested Course Schedule

#### **Fall, Year 1 (9 hours)**

PSY 504 Organizational Behavior and Theory (3 hours)

PSY 505 Human Resources (3 hours)

PSY 503 Applied Social Psychology (3 hours)

#### **Spring, Year 1 (10 hours)**

PSY 502 Applied Research Design and Statistics (4 hours)

PSY 603 Employee Development (3 hours)

PSY 604 Diversity, Justice, and Ethics in the Workplace (3 hours)

#### **Summer, Year 1 (6 hours)**

PSY 620 Senior Project/Practicum – Online (3 hours)

PSY 506 Health in the Community and Workplace – Online (3 hours)

#### **Fall, Year 2 (9 hours)**

PSY 610 Current Directions in I/O Psychology (3 hours)

PSY 601 Applied Testing and Assessment (3 hours)

PSY 602 Data Analytics (3 hours)

Total: 34 hours

The summer semester is designed to allow students flexibility in completing a practicum in any location to match their career goals. Students will work with the graduate advisor to plan activities that are tailored to their interests and goals.

## Course Descriptions

### **PSY 502: Applied Research Design and Statistics.**

Hybrid course. Half of class work is face-to-face. Half is online.

Understanding and interpreting statistical analyses and research design; developing hypotheses; sampling and methodology; measurement; evaluating the quality of the research methods of published research evidence; descriptive and inferential statistics; parametric and nonparametric methods; interval estimates, ANOVA, regression, path analysis, structural equation modeling, meta-analysis; computer lab component included.

Prerequisite: Admission to M.A. program, or permission of program director.

Credit: 4 hours.

### **PSY 503 Applied Social Psychology.**

Hybrid course. Half of class work is face-to-face. Half is online.

Judgment and decision-making; attitude theory, measurement, and change; group processes; social influence and persuasion; judgments of equity; understanding and applying the results of published research evidence; communicating research findings accurately and accessibly, historical use of human subjects in research and related ethical issues.

Prerequisite: Admission to M.A. program, or permission of program director.

Credit: 3 hours.

### **PSY 504 Organizational Behavior and Theory.**

Online course.

Organizational theory and development; groups and teams (interpersonal behavior in small groups, theory and team processes); leadership and management theory, strategy, and change; coaching; planning and implementing research projects in I-O practice; analyzing data in I-O practice.

Prerequisite: Admission to M.A. program, or permission of program director.

Credit: 3 hours.

### **PSY 505 Human Resources.**

Hybrid course. Half of class work is face-to-face. Half is online.

Criterion theory, development, and measurement as it applies to recruitment, selection, and placement; job analysis; predictors; human resources planning, leadership, performance appraisal, organization design, and training; business professional writing and interactions.

Prerequisite: Admission to M.A. program, or permission of program director.

Credit: 3 hours.

### **PSY 506 Health in the Community and Workplace.**

Online course.

Motivation; theories of adult lifespan development; stress and well-being; work-life balance; workplace wellness; occupational health and safety; managing changes within the workplace; workplace aggression, bullying, and violence.

Prerequisite: Admission to M.A. program, or permission of program director.

Credit: 3 hours.

### **PSY 601 Applied Testing and Assessment.**

Hybrid course. Half of class work is face-to-face. Half is online.

Developing and measuring criteria; individual assessment for selection and development; job attitudes (engagement, satisfaction, involvement, organizational commitment); human performance (problem solving, decision making, use of tools, error); history of applied assessment.

Prerequisite: PSY 502; Admission to M.A. program, or permission of program director.

Credit: 3 hours.

### **PSY 602 Data Analytics.**

Online course.

Clean and work with large data sets; analyze data from large sets to inform decisions in applied fields; ethical concerns regarding data storage and decision-making; use of R, SQL, Hadoop.

Prerequisite: PSY 502; admission to M.A. program, or permission of program director.

Credit: 3 hours.

**PSY 603 Employee Development.**

Online course.

Training theory, delivery, design, and evaluation; job evaluation and compensation; individual differences in work behavior and its ethical and accurate assessment; career development; professional presentation skills.

Prerequisite: Admission to M.A. program, or permission of program director.

Credit: 3 hours.

**PSY 604 Diversity, Justice, and Ethics in the Workplace.**

Hybrid course. Half of class work is face-to-face. Half is online.

Ethics; justice related to diversity; justice related to international issues; justice in employee treatment; managing downsizing; professional norms and standards; drawing the line between coaching and counseling; legal regulations and issues; humanitarian work psychology; collecting and analyzing qualitative data.

Prerequisite: Admission to M.A. program, or permission of program director.

Credit: 3 hours.

**PSY 610 Current Directions in I/O Psychology.**

May be an online or hybrid course.

Seminar-based course exploring a variety of topics in the field of I-O psychology; selected topics may vary by student interest and need, along with current events and published research relevant to the field.

Prerequisite: Admission to M.A. program, or permission of program director.

Credit: 3 hours.

**PSY 620 Senior Project/Practicum.**

Hybrid course. Involves professional activity while working in an organization. Supervision and reflection is online.

At an organization tailored to student interests, supervised by Wesleyan faculty in an online supervisory role; involves project development, management, and reporting.

Prerequisite: Admission to M.A. program, or permission of program director.

Credit: 3 hours.

**Master of Arts Graduate Faculty**

L. Brooke Bennett-Day, Professor of Psychology. B.S., Valdosta State University; M.S., Ph.D., Florida State University.

Holly Cole, Assistant Professor of Psychology. B.A., University of Oklahoma; M.A., Ph.D., University of Arkansas.

Michele Tuer Martin, Professor of Psychology. B.A., Michigan State University; M.Ed., Ph.D., University of Virginia.

James Donald Rowan, Professor of Psychology. B.A., Malone College; M.A., Ph.D., Kent State University.

**Master of Arts Graduate Adjunct Faculty**

John Christopher, Adjunct Instructor of Psychology. B.S., University of Maryland; M.A., Ph.D., Wayne State University.

## Master of Business Administration (MBA)

The Master of Business Administration program provides a curriculum that will allow its graduates to perform effectively as top-level executives. The instructional activities coupled with the educational experiences found in the program provide students with skills that can be utilized in a wide variety of management positions and settings.

**Program Outcomes.** Through course work and experiences in this program, the student will be able to:

1. enhance his or her skills in analyzing the global business industry's threats and opportunities and assess the durability of competition found in all industries;
2. develop forecasting patterns as they relate to change within the markets found in all business concentrations;

3. understand the significance of the planning process and apply the framework to strategic settings as it relates to business changes;
4. acquire the knowledge and skills necessary to make decisions found in the business environment; and
5. examine the complex management problems and implement feasible strategies needed to compete in the global business environment.

The Master of Business Administration Program consists of twelve graduate-level courses taken over a fourteen-month schedule; one course will include an international study abroad component. The degree earned from the MBA program is the Master of Business Administration (MBA).

**Course Load.** Students who enroll in at least 6 credit hours during the program's specified period of enrollment will be considered full-time. Students who enroll in less than 6 credit hours during the program's specified period of enrollment will be considered part-time. Refer to the MBA calendar for periods of enrollment.

**Program of Study.** The required courses for the Master of Business Administration degree are as follows: *All courses are 3 hours. 36 hours total required.*

- EBA 600: Executive Management Accounting
- EBA 602: Organizational Behavior in Management
- EBA 604: Strategic Marketing
- EBA 606: Managerial Economics
- EBA 608: Managerial Corporate Finance
- EBA 610: Quantitative Methods
- EBA 612: Data Analytics
- EBA 614: Ethics and Legal Aspects of Business
- EBA 616: Global Business Management
- EBA 620: Human Resource Management
- EBA 690: Studies Abroad
- EBA 699: Capstone Executive Management

## **Course Descriptions**

### **EBA 600: Executive Management Accounting**

**Description:** The course covers generally accepted accounting principles and the content of financial statements. The interpretation and use of accounting information in the many contexts of management decision making are examined. Included are financial planning, performance evaluations, decision making, activity based cost management, relevant costing, business operations, and information systems.

**Credit:** 3 hours

### **EBA 602: Organizational Behavior in Management**

**Description:** The course examines the various aspects of organizational behavior, allowing the student to gain valuable insights for increasing decision-making options. Methods of objective achievement are explored through an evaluation of students' individual management styles. The course emphasizes relationships, factors influencing behavior in organizations, and the various means used by efficient managers to develop control and leadership within their organizations.

**Credit:** 3 hours

### **EBA 604: Strategic Marketing**

**Description:** The course will cover issues related to product, distribution, pricing, promotion issues and market planning processes, including development of a marketing plan and interaction among policy makers in the organization. The marketing strategies of different companies will be studied. Cases will be used extensively in the analysis of business marketing decision making.

**Credit:** 3 hours

### **EBA 606: Managerial Economics**

**Description:** The student will learn how consumers choose among various goods and services, and how firms allocate scarce resources among alternative uses. Focus will be on the competitive nature of firms in markets whose scope ranges

from domestic to international. Students will analyze the production levels to meet demand for that product. Production cost analysis will be examined as it relates to market price and levels of output.

**Credit:** 3 hours

#### **EBA 608: Managerial Corporate Finance**

**Description:** The student will develop the ability to analyze operational and strategic financial decision-making within the corporate structure, including financing and investment strategies as they relate to stockholder value. The course will include the study of cash flow analysis and economic value added derived from financial statements.

**Credit:** 3 hours

#### **EBA 610: Quantitative Methods**

**Description:** This course covers the quantitative methods used for quality management and continuous improvement in the workplace. The student will learn specific methods for reducing waste and decreasing product variability. Computer spreadsheets and financial/statistical software will be used to enhance student's ability to identify and to solve problems.

**Credit:** 3 hours

#### **EBA 612: Data Analytics**

**Description:** The student will be exposed to the use of computer technology and data analytics to support decision making. The use of business intelligence, business analytics, and data science will drive corporate strategy, performance, and competitiveness. Through the use of case studies and data activities, students will learn how to use data analytics to provide a competitive advantage for a company.

**Credit:** 3 hours

#### **EBA 614: Ethics and Legal Aspects in Business**

**Description:** The course will introduce the student to the legal and ethical aspects of business management within a for-profit organization. The student will be introduced to the rigorous processes found in the legislative and legal systems, including civil dispute resolution through the judicial system. The study will conclude with the basics of the legal and ethical areas that are essential as tools for the executive in today's management positions.

**Credit:** 3 hours

#### **EBA 616: Global Business Management**

**Description:** The student will investigate the economic, social and political organizations that have an influence on managing international businesses and/or investments. The student will investigate the strategies that will influence the customer needs, wants, motivations, and behavior within the global competitive environments. The course will cover customer-driven strategies, quality of management, time-based competition, and global logistics as they relate to global management.

**Credit:** 3 hours

#### **EBA 620: Human Resource Management**

**Description:** This course examines the elements of human resource strategies within an organization. It will familiarize students with the basic human resource functions by studying topics such as; recruitment, selection, planning, job analysis, orientation, training and development, career planning, performance appraisal, compensation management, employee benefits, safety and health, employee relations, collective bargaining, and the functions performed by management.

**Credit:** 3 hours

#### **EBA 690: Studies Abroad Course**

**Description:** The student will investigate global industries by studying the business, social, political, economic, organizational, and cultural factors associated with international business and investment. A specific world economic region will be chosen for a ten day to two week study abroad, during which the student will visit various businesses to observe management practices. The course work review before the trip will include the global manager, international trade, international finance, international operations, and marketing.

**Note:** A student who is unable to participate in the overseas residency of the study abroad course must request in writing the option of completing a research project relevant to the study abroad locale. The student should submit this request with appropriate documentation to the office of the director of graduate business program who will take the request to the Graduate Program Council and Provost of the College for approval. The scope (depth and breadth) of this project will be consistent with the work required in any other three-credit-hour course in the MBA curriculum. A student must request this

option no later than four months prior to the beginning date of the study abroad course.

**Credit:** 3 hours

### **EBA 699: (Capstone) Executive Management**

**Description:** In this capstone course the student will have the opportunity to integrate the knowledge from all the previous courses. Emphasis will be placed on the conceptual understanding and on the skills required of the executive in the domestic market and in the international market to make effective decisions. The course examines the techniques used in business analysis that have been learned to formulate the global process of strategic business decisions and the execution of specific strategic business plans. Student teams will compete in a computer simulation that incorporates detailed functional area skills and general market knowledge.

**Credit:** 3 hours

### **MBA Graduate Faculty**

**Suzanne Minarcine**, Visiting Professor of Business. M.S. Health/Health Care Administration/Management, Mercer University; Masters, Health Policy and Administration, Mercer University; Ph.D., Organizational Leadership, Capella University.

**Seth D. Selke**, Assistant Professor of Business/Director of Graduate Business Programs. B.S., Indiana University; M.S., Indiana Wesleyan University; DBA, Northcentral University.

**Ying Zhen**, Associate Professor of Business. B.A., Communication University of China; M.A., Clark University; Ph.D., Clark University.

### **MBA Adjunct Faculty**

**Glenna Dod Meyer**, D. Abbott Turner Professor of Free Enterprise. B.S., M.A., Eastern Kentucky University; Ed.D., University of Southern Mississippi.

**Barbara Rowan**, Adjunct Instructor of Business. B.A., Malone College; M.S., Georgia College & State University; Ph.D., James Madison University.

**James Rowan**, Professor of Psychology. B.A. (Biology and Psychology), Malone College; M.A. (Experimental Psychology), Kent State University; Ph.D. (Experimental Psychology with Biopsychology Concentration), Kent State University.

**Philip Davis Taylor**, Professor Emeritus of Economics. B.A., M.B.A., University of North Carolina, Chapel Hill; M.A., Ph.D., Virginia Polytechnic Institute and State University.

**Rhonda Roell-Taylor**, Adjunct Instructor of Business. B.B.A., Mercer University; J.D., Mississippi College School of Law.

## **Master of Education (M.Ed.)**

Wesleyan's unique Master of Education program invites practicing classroom teachers who believe in the power of authentic learning, who desire a shift from mundane educational trends, and who wish to become active inquirers to join us in a journey of self discovery, organic learning experiences, and active research around timeless and proven classroom practices.

The program is designed around 5 foundational beliefs:

1. The classroom as a community of inquiry.
2. The power of play and creativity in the learning process.
3. The importance of mindfulness and interacting with the natural world.
4. The value of building literacy through oral language skills.

5. The benefits of integration of content across the curriculum.

## M.Ed. Learning Outcomes

Through course work and experiences in this program, the student will be able to:

1. Develop the values, commitments, and ethics that positively impact the educational community as well as the educator's own professional growth.
2. Develop an understanding of the relationship between content and content-specific pedagogy, instructional strategy, and teaching techniques.
3. Develop meaningful learning experiences that improve student learning and achievement, collaborate with other education professionals, and reflect on their practices.
4. Make data-driven decisions about student learning and achievement, continuous school improvement, and professional practice through the design and implementation of an action-research project implemented in their classrooms.
5. Align educational objectives to content and the Common Core Curriculum/Georgia Performance Standards.
6. Defend the effectiveness of their practices through student outcome and achievement and justify instructional choices in regard to the five foundational beliefs.
7. Demonstrate awareness through establishing a level of consciousness, connectedness, and understanding pertaining to a chosen area of expertise. This includes a candidate's ability to evaluate and analyze current research in this area and to contribute to this body of knowledge.
8. Convey the concept of agency by actively engaging in the educational process as change agents. Having agency implies that the candidate realizes she has the power to act within her classroom, school and community. Also, implicit in such a concept of agency is recognition of expertise on the part of the teacher. Being able to claim expertise strengthens agency as it equips an educator with a base of knowledge from which to speak with authority and conviction. Having agency means educators have the tools to fight against the de-skilling of teachers.
9. Demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all children.
10. Demonstrate the process or state of acting or of being active through both physical and mental activity. By processing the theoretical concepts, research, and outcomes candidates ultimately take action toward implementing effective changes in the classroom, schools, districts, and ultimately the chosen area of expertise ultimately connected to the 5 foundational beliefs.

**Program of Study.** The M.Ed. program is designed to allow a cohort of candidates to earn a graduate degree in the area of elementary education (P-5). This summer-to-summer program requires a total of 35 semester hours taken in the sequence outlined.

### Summer-to-Summer Program Leading to the M.Ed. in Elementary Education

<b>Year 1: Summer</b>	EDU 521: The Art of Inquiry	3 hours
	EDU 532: Creative Expressions in the Elementary Classroom	4 hours
	EDU 533: Developing the Elementary Learning Community	5 hours
<b>Year 1: Fall</b>	EDU 522: The Art of Inquiry: Action Research	1 hour
	EDU 536: Advanced Reading and Writing Workshop Methods	4 hours
	EDU 535: Advanced Pedagogy and Methods in STEM Content	4 hours
<b>Year 1: Spring</b>	MAT 513: Probability, Statistics and Data Analysis (hybrid)	3 hours
	EDU 530: Stories Make the World	4 hours
	EDU 523: The Art of Inquiry: Analyzing Data	1 hour
<b>Year 2: Summer</b>	EDU 524: The Art of Inquiry: Publishing and Presenting	4 hours
	EDU 544: Exploring Educational Venues	2 hours
		Total 35 hours



The courses in the M.Ed. program do not build upon each other in any type of sequential content hierarchical way. The major outcome for the program is the publication of an educationally focused action research question. The candidates formulate, research, implement, and assess this question within their classrooms throughout the program therefore the EDU 521, 522, 523, and 524 sequence of research classes are spread across several semesters to provide the necessary support for this final requirement.

The course that introduces candidates to the rigor required in graduate level research is at the beginning of the program along with the development of learning communities and creative expressions class. This sequence provides candidates immediate exposure to some of the most current research in the field in specific content areas and in regard to current best practice and pedagogy. Being exposed to this research early in the program allows the candidate to formulate the question they intend to use as the foundation for the action research paper based on current issues and trends that are applicable to their interests and needs and supported by our foundational beliefs.

The probability and statistics course is purposefully placed in the spring semester to provide support for the candidates during the most probable time in which they will be collecting the data from the action research question. The data analysis section of the final paper is completed as part of the course requirements.

The final sequence of courses at the end of the program is meant to allow the candidate an opportunity to demonstrate what they've gained from the program. The research class is designed to provide the support the candidates need to pull together the rest of the action research conducted throughout the year into a publishable format. The exploring educational venues course puts candidates in a real instructional setting with real children and asks them utilize or analyze best practices observed or attained throughout the program in a meaningful way.

**The Cohort.** The candidate will enter and complete the program as part of the same cohort. Candidates will follow the prescribed course calendar along with their cohort members during the 14 month period of their degree program.

Deviations from the prescribed course calendar are not allowed except in cases of emergency. These will be decided on a case-by-case basis by majority vote of the Graduate Admissions Committee with the approval of the Provost of the College. Candidates are required to participate in all cohort activities, including the two travel/study experiences and occasional cohort meetings.

## **Admission Requirements**

1. Complete all parts of the application form and mail to: Wesleyan College; Office of Enrollment Services; 4760 Forsyth Road; Macon, GA 31210-4462. We prefer that you [apply online](#).
2. Applicants must provide the following:
  - a. three letters of professional reference
  - b. official transcript from the institution from which a Bachelor's degree was earned
  - c. a copy of a valid professional teaching certificate or evidence of having been the teacher of record in a classroom for at least two years.
3. Applicants must have earned a bachelor's degree from an institution of higher education accredited by an institutional accreditor with a minimum cumulative grade point average of 3.00 on a 4 point scale. Students from foreign universities will be considered on a case-by-case basis.
4. Applicants must pass an assessment of graduate writing skills (embedded in the online application) to be administered by Wesleyan College faculty.

**Course Load.** The student will enter the program with a cohort. A student starting with a cohort is expected to graduate with that same group. If for any valid reason (determined by the Graduate Council and the Provost of the College) a student temporarily leaves the group, the student, upon reinstatement, will be placed in a new cohort. Students who enroll in at least 6 credit hours during the program's specified period of enrollment will be considered full-time. Students who enroll in less than 6 credit hours during the program's specified period of enrollment will be considered part-time. Refer to the cohort calendar for periods of enrollment.

**Tuition and Fees.** Tuition and fees may change each year.

Tuition \$15,000

Graduation fee \$150

Tuition for the M.Ed. is a total amount for the entire program and is not computed by cost per semester hour. The tuition may be made in two payments. The first payment is due the day before orientation classes begin; the second payment due date will be announced at the first orientation session of each cohort. No adjustment of charges will be made after the first day of classes. The M.Ed. program does not provide tuition reimbursement. The full tuition includes the cost of all textbooks, and 2 trips (One self-planned, and one 2-day trip to the Ron Clark Academy in Atlanta).

**Advising.** The director of the graduate education program will serve as advisor to each M.Ed. student.

**Graduate Grades.** The basic unit of credit at Wesleyan College is the semester hour. At the end of each term, candidates receive a grade report for their performance in each course.

1. All graduate candidates are required to maintain a 3.00 grade point average. A candidate may have a grade of "C" in no more than one course in this program. Any candidate who receives more than one "C" grade or receives one "F" grade will be reviewed for continuance in the program and may be suspended or dismissed from the program.
2. A candidate who repeats the same course (in which a grade of "C" or "F" was earned) and cannot achieve a cumulative grade point average of 3.00 after the repeat of the course will be academically dismissed from the program.
3. Students may not receive credit for graduate courses through course challenge or credit for prior learning.

Following are the grades used in the M.Ed. program:

A Superior (4 quality points)

B Outstanding (3 quality points)

C Passing (2 quality points)

D Failing (0 quality points)

W Withdrawal from a course (not computed in the grade point average)

I Incomplete (not computed in the grade point average)

Students are expected to remain in their cohorts until the end of the program. Students who find it necessary to consider withdrawal from a course must have approval from the Provost of the College.

The grade of I is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the instructor and to the Provost of the College. Permission from the instructor and from the Provost of the College must be requested and given before an I may be recorded, following the same procedures as for undergraduate students. Instructors must remove I grades within six weeks from the last day of class for that course.

**Complaints of an academic nature:** Complaints of an academic nature, including grade appeals, will follow the same procedures as those outlined for undergraduate students, with the exception that appeals for a change in the final course grade must be initiated no later than five days after the final course grade is posted on the Wesleyan Portal (See "Grade Appeals" and "Complaints of an Academic Nature" in the College Catalogue).

**Honor Code.** All students are expected to uphold the Honor Code of Wesleyan College.

**The Graduate Honor Council.** The Graduate Honor Council is convened on an as-needed basis by the Graduate Judicial Officer (GJO).

**The Graduate Judicial Officer. (GJO)** The Graduate Judicial Officer is a full-time faculty member on the Graduate Program Council. She/he is elected by the Graduate Program Council for a period of two years. The GHC is comprised of:

- a. The GJO
- b. One full-time faculty member who teaches in one of the graduate programs.
- c. One full-time faculty member who does not teach in one of the graduate programs.
- d. One MBA student who has completed at least 15 semester hours of coursework.
- e. One M.Ed. student who has completed at least 15 semester hours of coursework.

## Procedures for Action

1. Students are highly encouraged to self report. The Graduate Honor Council considers self-report as an act of integrity.
2. A hearing will enable both the accuser and accused to provide accounts of the incident. If the accused does not attend the hearing, it will be held in his/her absence, and the student will forfeit the right to appeal.
3. The Graduate Honor Council will deliberate, decide on a verdict and sanction.
4. Students will be notified in writing of the hearing outcome.
5. Appeals can be made to the Provost of the College, at which time they can be upheld, amended or returned to the Graduate Honor Council to be heard. All appeal decisions are considered final.

## Reporting a Violation

1. Any member of the faculty, administration, staff, or student community should, when possible, confront a student for an honor offense at the time of the offense. If unable to confront the student at the time of the offense, the violation should be reported to the appropriate college faculty or staff members who will then notify the accused of the alleged charge.
2. The accused has 24 hours from that time to report the incident to the GJO.
3. The accuser will report the charges to the GJO or the Provost of the College.
4. The GJO will notify the accused in writing of the charges, the procedures, and the date and time of the hearing at least 48 hours before the scheduled hearing. In emergency situations, 48 hours may not be provided.
5. The GJO or the Provost of the College can discuss cases of academic dishonesty with the professor prior to a Graduate Honor Council hearing.
6. Cases will be heard as soon as possible after the accused has been officially notified of the charges, with the exception of extenuating circumstances.
7. If charges are brought during the week of final exams, the Graduate Honor Council will make every effort to hear the case before the end of the semester. If this is not possible, the case will be held over until the next semester.

## Accused Student Information

A student who has been accused of a Graduate Honor Council violation:

- Will have the case heard without undue delay.
- Will receive written notice of the charges, procedures, and date and time of the scheduled hearing no less than 48 hours before the scheduled hearing with the exception of extenuating circumstances.
- May testify or remain silent.
- May question the accuser and/or any witnesses appearing against the student.
- Can present witnesses and/or evidence on their own behalf.
- May be present at the accuser's case presentation.
- May appeal to the Provost of the College only if she/he attended the initial hearing and has ground for the appeal as described below.

## Hearing Procedures

1. The accused will be called into the Graduate Honor Council room at which time the Graduate Judicial Officer will explain the hearing procedure and state the student's name and the charges being brought against her or him. The accused will be informed that the proceedings will be tape recorded to ensure accuracy and for appeal purposes.
2. The accused will be reminded that he/she is bound by the Honor Code and is required to tell the truth and given the opportunity to present his/her case.
3. The accuser will be asked to present her or his account of the incident and to present any witnesses about any matter logically relevant to the charge against the student. The accused has the right to be present during this testimony and can question the accuser or any witnesses without being questioned.
4. After the accuser presents all testimony, the accused has the right to present a defense and to offer testimony and that of any witnesses (maximum of 3).
5. The GJO may limit unproductively long, repetitive, or irrelevant questioning.
6. After the case has been presented, the Council will hold confidential deliberations. A decision will be rendered and the accused will be notified in writing within twenty-four (24) hours of the conclusion of the hearing, typically

via fax or email according to the preference of the accused. Students are responsible for checking their mailbox for hearing notifications and completion of sanctions (when applicable).

**Note:** Students are required to represent themselves. Legal or parental representation is not permissible in Honor Council proceedings or appeal hearings.

**Possible Sanctions:** Any sanction imposed by the Graduate Honor Council is independent of academic sanctions levied by the course instructor. The following are possible sanctions available to the Graduate Honor Council; others may be used if deemed appropriate by the board.

- **Campus/Community Service** - Performing relevant services for the college or off-campus agencies.
- **Demerits** - A notation that becomes a part of the student's permanent college record. The accumulation of 10 will be grounds for a recommendation for suspension or removal to the Provost of the College.
- **Educational Endeavor** - Completing educational projects relevant to the violation.
- **Fines** - Graduate Honor Council may assess fines (up to \$100) which are appropriate for the violation.
- **Non-Academic Probation** - A period of time, as determined by Graduate Honor Council, during which another Honor Code violation will be subject to further penalty. When a student is placed on non-academic probation, if the student comes before the Graduate Honor Council again during the probationary period, any previous violations will be taken into account when assessing a sanction.
- **Removal from the College** - Removal from the College, with loss of visitation privileges for on-campus and College sponsored events, at which time, no refund of fees will be given and full payment of tuition is required to be paid for the current semester. A student may be considered for readmission if outlined at the time of removal. The Provost of the College may consider readmission.
- **Suspension** - The immediate or deferred exclusion from classes and other privileges (as set forth in the notice of suspension) for a period of time (one semester/session minimum) at the end of which the student may be considered for readmission by the Provost of the College. No refund of fees will be given and full tuition is required to be paid for the current semester.
- **Warning** - A written statement to the individual that the individual has violated a college regulation or policy and that repetition of the same offense or any other violation may be cause for more severe disciplinary action. All previous violations will be taken into account when assessing a sanction if a student comes before the Graduate Honor Council again during the probationary period.

**Appeals.** A formal, typed appeal must be presented to the Provost of the College, within 72 hours after the notification of the sanction has been delivered to the student. Appeals will not be accepted in cases where the student has not attended his or her Graduate Honor Council hearing. The student must state the reasons for the appeal and present evidence to support the claim, the verdict (responsible or not responsible), the sanction, or both. The Provost reserves the authority to uphold or amend the sanction or to have Graduate Honor Council and rehear cases when deemed appropriate. In the case of student appeals, the action taken will be administered but can be reversed after the appeal has been heard. Appeal decisions are final.

**Grounds for Appeal.** The following are the only grounds for appeal regarding Graduate Honor Council cases:

- Evidence was not available at the time of the Graduate Honor Council decision but is now available and is directly related to the case.
- The Graduate Honor Council did not follow proper procedure.
- The sanction is extreme in relation to the violation.

**Confidentiality.** The Graduate Honor Council will maintain confidentiality related to cases and all surrounding circumstances. Hearings are open to relevant parties only as designated by the Provost of the College. All college judicial cases are confidential. Cases, students involved, outcomes, or any related circumstances will not be discussed. Exceptions include relevant persons associated with the case on a need to know basis as defined by the designated College official. Accusers may inquire as to whether or not cases have been processed by the Graduate Honor Council, however verdicts remain confidential.

**Records.** Copies of the official correspondence related to all cases will be placed in the student's permanent file by the Registrar. Student files are kept confidential and released only with an official request (see the FERPA section for more information regarding privacy rights).

**Policy on Satisfactory Academic Progress.** Satisfactory Academic Progress (SAP) is measured at the conclusion of each semester to determine whether candidates are eligible to receive aid for the next group of classes.

1. Any candidate who receives more than one "C" or one "F" will be placed on academic probation and classified as making unsatisfactory academic progress.
2. Unsatisfactory academic progress may adversely affect financial aid.

**Graduation Requirements.** The candidate must complete the ten courses required for the M.Ed. with a minimum 3.00 cumulative grade point average on all work attempted. All ten courses must be taken at Wesleyan College.

**Withdrawal.** Candidates in the M.Ed. program should recognize that, in a cohort-format program, withdrawal from a course is equivalent to withdrawal from a cohort. Candidates are strongly encouraged to consult with their advisor when making a decision on withdrawal. A student may withdraw from a course only in the case of serious illness or emergency with the approval of the Graduate Council and the Provost of the College no later than one week past the mid-term point of the current term. Exceptions regarding the withdrawal deadline are made only in cases of illness and emergency when a "W" may be granted past this date at the discretion of the Provost of the College. Withdrawal from a class must be accomplished through the Registrar's Office, Tate 120.

**Academic Renewal.** Academic Renewal is designed for graduate students who have withdrawn or who have been academically excluded from the College. A student is eligible for academic renewal upon a three-year absence from the College and after submitting an application for readmission to Wesleyan. Once accepted for readmission into the College, previous graduate courses attempted at Wesleyan with a "C" or better grade will be counted for credit, while all "F" grades will be forgiven. In order for the academic renewal policy to apply, the following criteria and considerations must be met:

1. Graduate courses with "F" grades must be repeated at Wesleyan College if they are required in the student's degree program.
2. The transcript of a student will include ALL graduate courses taken at Wesleyan.
3. A graduate student who is readmitted must complete the curriculum that is in place at the time of readmission.
4. A graduate student is eligible to apply for Academic Renewal only once.

Note that courses taken under previous Wesleyan Master of Arts in elementary Education and Master of Arts in Middle Grades Math and Science Education programs do not transfer to the current M.Ed. program.

**The Statement of Policy.** Wesleyan College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. Wesleyan does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. No handicapped person is, on the basis of the handicap, excluded from participation in, denied benefits of, or otherwise subjected to discrimination under any program, employment, or activity at Wesleyan College.

Wesleyan College complies with the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA). The Registrar should be consulted for details and procedures.

### **Course Descriptions**

#### **EDU 521: The Art of Inquiry.**

Hybrid course (Half of class work is face-to-face and half is online).

Vital elements expected of and required within graduate level research will be explored, explained, and practiced. Utilizing search engines, APA style formatting, in-text citations, academic writing style, and various other elements pertaining to research will be incorporated into this class. Establishing the question and a timeline for implementation for the final thesis paper will be a vital outcome of this course. (Learning Outcomes 2, 4, 6 & 7-10)

**Prerequisite:** Admission to M.Ed. program.

**Co-requisites:** EDU 532, EDU 533.

**Credit:** 3 hours.

#### **EDU 522: The Art of Inquiry: Action Research.**

Hybrid course. Half of class work is face-to-face. Half is online.

Putting the plan established in EDU 521 into practice in a realistic action research oriented method within personal

classrooms will be the focus of this research supportive course. Collecting and maintaining data collections and meeting for individual checkups regarding progress will be essential components of this course. (Learning Outcomes 2, 4, 6 & 7-10).

**Prerequisite:** EDU 521, EDU 532, & EDU 533.

**Co-requisites:** EDU 535, EDU 536.

**Credit:** 1 hour.

### **EDU 523: The Art of Inquiry: Analyzing Data.**

Hybrid course. Half of class work is face-to-face. Half is online.

Summarizing and analyzing the data collected in EDU 522 will be the focus of this research supportive course.

Candidates will also be taking MAT 513 to assist them during this period in the statistical analysis aspects required to correctly interpret and report on the results yielded by their data. Producing the data analysis section of the final thesis paper will be the focus of this course. (Learning Outcomes 2, 4, 6 & 7-10).

**Prerequisite:** EDU 521, 532, 533, 522, 535, & 536.

**Co-requisites:** EDU 530, MAT 513.

**Credit:** 1 hour.

### **EDU 524: The Art of Inquiry: Publishing and Presenting.**

Hybrid course. Half of class work is face-to-face. Half is online.

Demonstrating expertise in reading, analyzing, critiquing, and synthesizing research the candidate will work to pull together the full year experiences from EDU 521, 522 & 523 to produce a graduate thesis paper suitable for a peer reviewed publication. The paper will be presented to the candidate's peers and venues for possible publication, and presentation of the content to larger audiences will be explored. (Learning Outcomes 2, 4, 6 & 7-10).

**Prerequisite:** EDU 521, 532, 533, 522, 535 & 536, 523, 530, & MAT 513.

**Co-requisites:** EDU 544.

**Credit:** 4 hours.

### **EDU 530: Stories Make the World.**

Hybrid course. Half of class work is face-to-face. Half is online.

Theories of social studies pedagogical content knowledge (history, geography, social education, democracy, cultural studies) are explored with the intent of synthesizing personal pedagogical styles with proven constructivist practices. Various K-5 social studies content themes are examined. Special attention is given to the role of storytelling in elementary social studies instruction. (Learning Outcomes 1-10).

**Prerequisite:** EDU 521, 532, 533, 522, 535, & 536.

**Co-requisites:** MAT 513, EDU 523.

**Credit:** 4 hours.

### **EDU 532: Creative Expressions in the Elementary Classroom.**

Instruction is grounded in the Discipline-Based Arts Education model.

Students learn to use the various creative expressions such as Art, Theatre, Dance, Music, etc. to enhance teaching and learning in the other disciplines. Skills and theory based. (Learning Outcomes 1, 3, 4, 6, 7, 10 & 11).

**Prerequisite:** Admission to M.Ed. program.

**Co-requisites:** EDU 521 & EDU 533.

**Credit:** 4 hours.

### **EDU 533: Developing Learning Communities.**

Introducing the 5 foundational beliefs;

the classroom as a community of inquiry,

the power of play and creativity,

the importance mindfulness and interacting with the natural world,

building literacy through oral language skills,

and the benefits of integrating content across the curriculum will be the focus of this class.

Candidates will actively Explore ways to break the mundane patterns to create unique and engaging learning communities. (Learning Outcomes 1-10).

**Prerequisite:** Admission to M.Ed. program.

**Co-requisites:** EDU 521 & EDU 532.

**Credit:** 5 hours.

**EDU 535: Advanced Pedagogy and Methods in STEM Content.**

Hybrid course (Half of class work is face-to-face and half is online).

This course conducts an in-depth study of various theories and models of teaching STEM-based content (Science, Technology, Engineering, and Math) in the elementary setting. Elementary teachers draw from their broad understanding of these connections and ideas as they plan and implement integrative activities. Modules to support STEM initiatives will be explored and created. (Learning Outcomes 1-11).

**Prerequisites:** EDU 521, 532, & 533.

**Co-requisite:** EDU 522 & EDU 536.

**Credit:** 4 hours.

**EDU 536: Advanced Reading and Writing Workshop Methods.**

Hybrid course (Half of class work is face-to-face and half is online).

This course is designed to enhance the advanced candidate's reading and writing content and pedagogical strategies in the elementary classroom specifically pertaining to the Workshop method of instruction (K-5). Candidates will participate in in-house versions of both methods and establish plans for implementing these techniques and procedures within their own classrooms for the coming school year. (Learning Outcomes 1-11).

**Prerequisite:** EDU 521, 532, & 533.

**Co-requisite:** EDU 522 & 535.

**Credit:** 4 hours.

**EDU 544: Exploring Educational Venues.**

The cohort will participate in two educational venues specifically chosen to support and advance the skills, dispositions, and theoretical applications of the courses taken throughout the program.

1-The cohort will travel to participate in a two-day Educational Conference at the Ron Clark Academy in Atlanta, Georgia.

2-Each cohort will work together to plan and design a thematic and unique learning opportunity to support an area of interest or study that has emerged from the concerted research efforts throughout the program. This final trip will take place during the final summer of the program. (Learning Outcomes 1, 2, 3, 4, 6, 7, 9, 10 & 11)

**Prerequisites:** EDU 521, 532, 533, 522, 535 & 536, 523, 530, & MAT 513.

**Co-requisite:** EDU 524.

**Credit:** 2 hours.

**MAT 513: Probability, Statistics, and Data Analysis.**

Hybrid course (Half of class work is face-to-face and half is online).

This course is designed for middle grades and elementary teachers. Emphasis is placed on the practical implications of content, structure, processes, and technology related to data collection, probability, and statistics, and associated critical thinking skills. Each candidate will be expected to utilize knowledge of various research designs in educational and social science research to develop and implement her or his own educational research project incorporating the basic concepts of probability, statistics, data collection, and analysis. All candidates will learn and master the material and tasks represented in the EDU 521, 522, 533 sequence of Inquiry based research classes. (Learning Outcomes 3, 5, 7, 8, 10 & 11).

**Prerequisites:** EDU 521, 532, 533, 522, 535, & 536.

**Co-requisite:** EDU 523 & 530.

**Credit:** 3 hours.

Accreditation. Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the baccalaureate degree, the Master of Business Administration, and the Master of Education in elementary education.

**Master of Education Graduate Faculty**

**Steven Haberlin**, Assistant Professor of Education, B.A., Rhode Island College, M.Ed., University of South Florida, PhD., University of South Florida.

**Virginia Wilcox**, Associate Professor of Education. B.A., Wesleyan College; M.Ed., Ph.D., Auburn University.

**Master of Education Adjunct Faculty**

**Kristen Applebee**, Adjunct Instructor of Education. B.F.A., Brigham Young University; M.F.A., Ohio State University.

## Accounting

Accounting is the language of business, and as such is a critical part of our society in the U.S. and globally. It is not only important to business organizations, but also to nonprofit, governmental and other entities not specifically oriented to the for-profit world.

The accounting profession offers numerous career opportunities, with many diverse paths to follow. The **accounting major** serves as initial preparation for students wishing to pursue a career as a Certified Public Accountant (CPA)\* or many other professional accounting paths, including Certified Management Accountant (CMA), Certified Internal Auditor (CIA), Certified Financial Planner (CFP), and Certified Fraud Examiner (CFE). One of the greatest benefits of studying accounting within a liberal arts environment is the unique combination of courses students take – not just in accounting, but also in the humanities and social sciences. Accounting majors have attended top-ranked graduate programs, as well as worked for Big Four accounting firms.

\*In order to be eligible to sit for the CPA examination, 30 additional semester hours are required beyond the 120 semester hours needed for graduation. Students graduating with an accounting major will have at least 120 semester hours upon graduation, but may not have the 150 semester hours needed to become a CPA.

### Student Learning Objectives

Five student learning outcomes for the required courses in the accounting major have been identified:

1. Understanding the fundamental concepts of business.
2. Understanding the economic and financial dimensions of accounting.
3. Understanding the collection, organization, and analysis of business and the use of computers in decision-making.
4. Developing knowledge in one advanced area of accounting.
5. Integrating knowledge previously gained and developing experience in application of knowledge, research, and critical thinking.

Three goals in liberal studies are met through selection of appropriate general education courses:

1. Understanding the historical and political context of business.
2. Developing an awareness of the dimensions of human behavior as individuals and in organizations.
3. Understanding the issues in philosophy and values which influence the business environment.

**Major Requirements: Accounting.** A major in Accounting requires a minimum of 60 semester hours, including the following:

### **Business Core Courses (36 hours):**

*All courses are 3 hours.*

- ACC 201: Financial Accounting: Concepts and Applications
- ACC 202: Principles of Managerial Accounting
- ACC 205: Principles of Finance
- BUS 106: Business Ethics and Society
- BUS 303: Principles of Marketing
- BUS 310: Business Law
- BUS 315: Principles of Management
- BUS 318: Human Resources Management
- BUS 488: Business Policy Seminar
- ECO 102: Issues in Macroeconomics



- ECO 104: Issues in Microeconomics
- MAT/PSY 220: Statistics

#### **Accounting Major Courses (24 hours):**

- ACC 321: Intermediate Accounting I
- ACC 322: Intermediate Accounting II
- ACC 423: Intermediate Accounting III
- ACC 323: Cost Accounting
- ACC 324: Tax Accounting
- ACC/BUS 333: Business Information Systems
- ACC 432: Auditing
- ACC 433: Government and Not-for-Profit Accounting

**Professional Development:** Throughout their Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400: Professional Development Experience and PDE 401: Professional Practice Seminar.

In addition, numerous internship opportunities are often available for accounting majors, and students quickly realize the benefits of being exposed to and working in their possible fields of interest. It is not uncommon for an internship to lead to a job offer. Some of the sponsors who have welcomed Wesleyan interns in accounting in recent years have included Ernst & Young (EY); the Volunteer Income Tax Assistance (VITA) IRS Program; McNair, McLemore, and Middlebrooks, CPAs; PricewaterhouseCoopers (PWC); SunTrust Bank; and Deloitte.

**Course Sequencing for the Accounting Major:** A recommended sequence of courses for the student majoring in accounting is shown below.

#### **If Major Considered/Declared Before Fall Year 1**

##### **First Year: Fall (Spring)**

- ACC 201 (ACC 202)
- WIS 101/ENG 101 (ECO 102)
- MAT 130/140/192/205 (MAT 220)
- Elective/Gen Ed (Elective/Gen Ed)
- Foreign Language (Foreign Language)

##### **Second Year: Fall (Spring)**

- BUS 106 (ACC 333)
- ECO 104 (BUS 303)
- Elective/Gen Ed (BUS 318)
- Elective/Gen Ed (Elective/Gen Ed)
- Elective/Gen Ed (Elective/Gen Ed)

##### **Third Year: Fall (Spring)**

- ACC 205 or ACC 324\* (ACC 432\* or ACC 433\*)
- ACC 321 (ACC 322)
- ACC 323 (ACC 423)
- Elective/Gen Ed (Elective/Gen Ed)
- Elective/Gen Ed (Elective/Gen Ed)

#### **Fourth Year: Fall (Spring)**

- ECO 205 or ACC 324\* (ACC 432\* or ACC 433\*)
- BUS 310 (BUS 315)
- Elective/Gen Ed (BUS 488)
- Elective/Gen Ed (Elective/Gen Ed)
- Elective/Gen Ed (Elective/Gen Ed)

#### **If Major Considered/Declared After Fall Year 1 or if ACC 201 Conflicts with BUS 106**

#### **First Year: Fall (Spring)**

- BUS 106 (ECO 102)
- WIS 101/ENG 101 (MAT 220)
- MAT 130/140/192/205 (Elective/Gen Ed)
- Elective/Gen Ed (Elective/Gen Ed)
- Foreign Language (Foreign Language)

#### **Second Year: Fall (Spring)**

- ACC 201 (ACC 202)
- ECO 104 (ACC 333)
- Elective/Gen Ed (BUS 303)
- Elective/Gen Ed (BUS 318)
- Elective/Gen Ed (Elective/Gen Ed)

#### **Third Year: Fall (Spring)**

- ACC 205 or ACC 324\* (ACC 432\* or ACC 433\*)
- ACC 321 (ACC 322)
- ACC 323 (ACC 423)
- Elective/Gen Ed (Elective/Gen Ed)
- Elective/Gen Ed (Elective/Gen Ed)

#### **Fourth Year: Fall (Spring)**

- ECO 205 or ACC 324\* (ACC 432\* or ACC 433\*)
- BUS 310 (BUS 315)
- Elective/Gen Ed (BUS 488)
- Elective/Gen Ed (Elective/Gen Ed)
- Elective/Gen Ed (Elective/Gen Ed)

\* Indicates a course which is offered every other year.

**Minor Requirements: Accounting.** A minor in accounting consists of a minimum of 18 hours distributed as follows:  
*All courses are 3 hours.*

- ACC 201: Financial Accounting: Concepts and Applications
- ACC 202: Principles of Managerial Accounting
- ACC 321: Intermediate Accounting I
- ACC 322: Intermediate Accounting II
- Two additional ACC courses at or above the 300 level

**Postgraduate Opportunities.** The accounting degree prepares students for a profession and a career and also provides for immediate employment. Consequently, although some graduates pursue a master's program, many enter the

workforce immediately following graduation. Those who have recently chosen to pursue graduate degrees have pursued their master's degrees at Auburn University, Boston University, Georgia State University, Ohio State University, University of Georgia, University of Southern California, and other schools offering masters degrees.

### **Accounting (ACC) Course Descriptions**

#### **ACC 201: Financial Accounting: Concepts and Applications**

**Goal:** To give the student an appreciation and understanding of recording and accounting for business transactions.

**Content:** An introduction to the fundamentals, practices, and procedures of financial accounting. Covers the basic financial accounting concepts, the accounting cycle, and financial statement preparation.

**Taught:** Fall

**Prerequisite:** None

**Credit:** 3 hours

#### **ACC 202: Principles of Managerial Accounting**

**Goal:** To give the student a basic working knowledge of the underlying principles of managerial accounting.

**Content:** Study of process costing, product costing, and various methods of analysis for decision making such as cost-volume-profit analysis. Also, study of various quantitative methods useful to management in controlling inventory, estimation costs, and coping with uncertainty. Focus on accounting reports used by management.

**Taught:** Spring

**Prerequisite:** ACC 201

**Credit:** 3 hours

#### **ACC 205: Principles of Finance**

**Goal:** To acquaint students with the principles and institutions of financial and capital markets, and with the financial operations of a business firm.

**Content:** Study of basic financial principles with an emphasis on interest rate determination in competitive market economies, the capital asset pricing model and operation of securities markets.

**Taught:** Fall, Spring, Summer

**Prerequisites:** None

**Credit:** 3 hours

#### **ACC 321: Intermediate Accounting I**

**Goal:** To enable the student to evaluate and develop a system of understanding accounting theory and practice in preparation for advanced accounting topics and academic and career opportunities.

**Content:** An intensive study of financial accounting functions and basic theory of accounting with emphasis on financial statement preparation and measurement of assets and liabilities.

**Taught:** Fall

**Prerequisites:** ACC 201 and 202

**Credit:** 3 hours.

#### **ACC 322: Intermediate Accounting II**

**Goal:** To help students become familiar with and understand the theory underlying accounting reports, the required content and disclosure in financial statements and reports, and to recognize errors in the preparation of reports in applications of theory and principles.

**Content:** A continuation of ACC 321. Study of accounting for current liabilities, long-term liabilities, intangibles, corporate capital, retained earnings, and property, plant and equipment.

**Taught:** Spring

**Prerequisite:** ACC 201, ACC 202, ACC 321

**Credit:** 3 hours

#### **ACC 323: Cost Accounting**

**Goal:** To provide a comprehensive coverage of fundamental concepts and techniques within the area of cost accounting.

**Content:** Focus on the different types of costs and their interrelationships. Strong emphasis on problem solving with the use of concepts covered in the text and in-class lecture material. Computer concepts also covered.

**Taught:** Fall

**Prerequisites:** ACC 201 and 202

**Credit:** 3 hours

**ACC 324: Tax Accounting**

**Goal:** To teach the student a working knowledge of individual income taxation, enabling her to prepare a complete, accurate, and reasonably complex individual income tax return.

**Content:** Determining taxable income, deductions, adjustments, exemptions, and other important tax concerns for individuals and small businesses.

**Taught:** Fall, alternate years

**Prerequisite:** None

**Credit:** 3 hours

**ACC 333: Business Information Systems**

**Goal:** To understand how firms plan, build, and implement systems to process accounting information necessary to the business.

**Content:** A study of the fundamentals of business data processing techniques and systems. Technological advances and their effects on business are discussed.

**Taught:** Spring

**Prerequisite:** ACC 201

**Credit:** 3 hours; cross-listed as BUS 333.

**ACC 396: Special Topics in Accounting**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues in accounting that seem particularly relevant to student needs and interests.

**Taught:** Occasionally

**Prerequisite:** Dependent on topic

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**ACC 423: Intermediate Accounting III**

**Goal:** To help the student understand the complex theory and procedure required in the preparation of financial statements.

**Content:** A continuation of ACC 321 and ACC 322. Study of accounting for dilutive securities, earnings per share, leases, pensions, deferred income taxes, statement of cash flows, revenue recognition, error corrections, and accounting changes.

**Taught:** Spring, alternate years

**Prerequisites:** ACC 321 and ACC 322

**Credit:** 3 hours

**ACC 432: Auditing**

**Goal:** To help the student understand the duties and responsibilities of the independent auditor in examining and reporting on the financial statements of a business organization.

**Content:** A closer look at the audit environment and examination of the moral, ethical, and legal responsibilities of the independent auditor. A study of the central concepts of internal control and the methods and procedures used by the auditor to evaluate the accounting system, to assess its strengths and weaknesses, and accordingly develop an appropriate audit program. An examination of the major types of transactions of a business which are measured, aggregated and summarized in conventional financial statements. An analysis of the disclosures required in financial statements of publicly held companies and various types of reports issued by auditors.

**Taught:** Spring

**Prerequisites:** ACC 201, ACC 202, ACC 321

**Credit:** 3 hours

**ACC 433: Government and Not for Profit Accounting**

**Goal:** To teach the student the complex theory and procedures involved in accounting for government and not-for-profit entities.

**Content:** Accounting for state and local governmental entities will be examined. Also, the accounting theory and procedures used by non-for-profit schools, health and welfare organizations, and hospitals will be discussed.

**Taught:** Fall, alternate years

**Prerequisite:** ACC 201

**Credit:** 3 hours

**ACC 451: Directed Independent Study**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in accounting selected in consultation with the instructor.

**Content:** Varies

**Taught:** Fall, Spring, and Summer

**Prerequisite:** Adequate course work for the topic selected

**Credit:** 1–6 hours

**ACC 452/199: Field Study**

**Goal:** To provide the student with intensive, specialized work experience in the area of accounting.

**Content:** Observation and participation in the work of accounting professionals.

**Taught:** Fall, Spring, and Summer

**Prerequisites:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development

**Credit:** 1-12 hours

**ACC 499: Honors Thesis (Fee required)****Links to Other Course Descriptions**

[Business \(BUS\)](#)

[Economics \(ECO\)](#)

[Math \(MAT\)](#)

## Advertising & Marketing Communication

The interdisciplinary major in Advertising & Marketing Communication prepares students for careers in advertising, graphic design, marketing, and media sales. It includes courses in business, communication, and graphic design and culminates in a capstone course that integrates the liberal arts and the interdisciplinary major.

The overarching goal of this curriculum is to provide the student with a thorough understanding of the advertising and marketing communication field, including a firm foundation in the application of visual and textual thinking in actual projects and presentations, as well as a broad understanding of the content and principles of business, communication, and graphic design.

The student learning outcomes of the major are for the student to:

- I. demonstrate competency in preparing a marketing campaign in the Advertising & Marketing Communication major.
- II. achieve a working knowledge of the elements and principles of design and of their persuasive and informative capabilities.
- III. develop the ability to write technically and persuasively.
- IV. develop the ability to orally present and defend a creative solution for an AMC-related project.

**Major Requirements: Advertising & Marketing Communication.** The major program requires a total of 39 hours of course work from the following:

Business Administration Courses, Required: (9 hours)

BUS 105 Contemporary Business

or BUS 106 Business and Society 3 hours

BUS 303 Principles of Marketing 3 hours

BUS 306 Advertising Strategy 3 hours

Choose one of the following: (3 hours)

BUS 105 Contemporary Business 3 hours

BUS 106 Business and Society 3 hours

BUS 315 Principles of Management 3 hours

ACC 201 Financial Accounting: Concepts and Applications 3 hours

Communication Courses, Required: (9 hours)

COM 202 Public Speaking 3 hours

COM 215 Introduction to Media Studies 3 hours

COM 340 Persuasion 3 hours

Graphic Design Courses, Required: (12 hours)

ART 101 Drawing 3 hours

or ART 106 Understanding Images 3 hours

or ART 110 Creativity: Art/Design from Nature 3 hours

ART 225 Graphic Design 3 hours

ART 275 Digital Photography 3 hours

ART 340 Intermediate Graphic Design 3 hours

or ART 345 Web Design 3 hours

Upper Level Electives, Choose one of the following: (3 hours)

ART 340 Intermediate Graphic Design 3 hours

ART 345 Web Design 3 hours

ART 385 Studio Photo: Portrait & Product 3 hours

ART 440 Portfolio Building: Graphic Design 3 hours

BUS/COM 300-level course or higher 3 hours

ART/BUS/COM 452 Internship 3 hours

Capstone Course/Integrative Experience, Required: (3 hours)

AMC 470 Senior Project/Integrative Experience in Advertising & Marketing Communication

**Integrative Experience.** The integrative experience is achieved through the AMC 470 course, Senior Project/Integrative Experience in Advertising & Marketing Communication. In this course, the students are asked to draw on their General Education and major experiences as they work as a team to develop a written marketing plan and supporting graphic design materials for a local business or nonprofit organization. The final plan, market research, and supporting designs are presented to the client in a formal presentation at the end of the semester.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

The AMC 470 capstone course in the Advertising Marketing and Communication major is designed to function as a working ad agency. This provides professional development by giving each student a real world marketing experience through the development of a marketing project for a real business or nonprofit organization. Professional aspects of this project include: working within a team atmosphere, learning to work for and meet the needs of a client, and employ learned theory and skills of graphic design, marketing research and planning, and public relations. These criteria are met by developing a researched based marketing plan, supporting graphics materials, and culminate with a professional presentation to the client.

### **Advertising & Marketing Communication (AMC) Course Descriptions**

#### **AMC 396: Special Topics in Advertising & Marketing Communication.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues that seem particularly relevant to student needs and

interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**AMC 451: Directed Independent Study.**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in accounting selected in consultation with the instructor.

**Content:** Varies.

**Taught:** Occasionally.

**Prerequisite:** Adequate course work for the topic selected.

**Credit:** 1–6 hours.

**AMC 452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of advertising & marketing communication.

**Content:** Observation and participation in the work of accounting professionals.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

**AMC 470: Senior Project/Integrative Experience in Advertising & Marketing Communication.**

**Goal:** To provide the student with the opportunity to complete an advertising and/or marketing communication project into which she will incorporate skills and knowledge acquired in general education courses.

**Content:** The students will work as a team in the development of a marketing project. A real business or organization is secured as a client for the team. Throughout the term, the students meet and work with the client periodically as they develop the project independently and as group. At the end of the semester, the students make a formal presentation to the client as in a business setting.

**Taught :** Spring.

**Prerequisites:** ART 340 or 345, COM 340, BUS 306.

**Credit:** 3 hours.

**AMC 499: Honors Thesis.** (Fee required).

## American Studies

American Studies offers an annual interdisciplinary seminar to focus on leadership and the development of leadership skills. Admission to the seminar is limited to those selected for the Summer Leadership Institute program. Consult with the Provost's Office for more information.

### American Studies (AMS) Course Descriptions

**AMS 440: Leadership Seminar.**

**Goal:** To provide students with hands-on experience in planning and leadership in case studies undertaken after advance reading and during the course of the seminar.

**Content:** The case-study and venue will vary.

**Taught:** Annually.

**Prerequisite:** Application and selection by the Summer Leadership Institute Committee.

**Credit:** 1 hour, CR/NC.

## Applied Data Analysis

The Applied Data Analysis program is designed to give students with wide and varied interests the tools to further explore subjects within their chosen specialty by learning computational techniques for data retrieval, analysis, and reporting.

A student who receives the ADA major will have been exposed to programming principles and paradigms, industry-favored programming languages, contemporary data analysis software, and key insights on how data can inform their understanding within their chosen specialty.

Program Goals:

- I. Student will understand fundamental programming principles and paradigms.
- II. Student will use contemporary data analysis software.
- III. Student will understand and apply best practices of use of this software.
- IV. Student will synthesize the student's concurrently developing specialty knowledge with modern techniques of data analysis.

Major Requirements (53 total hours):

PHY 115 College Physics I  
PHY 116 College Physics II  
MAT 220 Statistics  
ART 225 Graphic Design  
ENG 302 Digital Culture  
CSC 120 Web Programming  
CSC 216 Programming I  
CSC 218 Programming II  
MAT 250 Data Analysis  
MAT 350 Algorithms  
MAT 450 Data Analysis Seminar or approved internship/PDE experience  
6 courses at the 200 level or above with the same prefix

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

## Applied Mathematical Science

Applied Mathematical Science is a major program for students who are interested in mathematics, but whose interests lie primarily with the practical application of mathematics to problems in the physical sciences, life sciences, economics, engineering, and other fields, rather than in the formal areas of abstract mathematics. Applied mathematics seeks to apply existing mathematical methods across a range of practical problems, as well as to develop novel computational and predictive methods and models for specific real-world phenomena. The Applied Mathematical Science major prepares students for graduate work and careers in such diverse areas as physics, astrophysics, geology, climatology, atmospheric science, genomics, neuroscience, economics, finance, energy management, and the diverse applications of engineering. This major also specifically prepares students for admission to engineering programs under the 3-2 Dual-Degree in Engineering. (See [Dual Degree Programs](#).)

The 3-2 Dual-Degree Engineering program is a cooperative arrangement between Wesleyan and specific universities combining a Wesleyan bachelor of arts degree with a university bachelor of science degree in a nominally five-year program. Wesleyan currently has dual-degree arrangements with Georgia Institute of Technology and Auburn University. Under the dual degree arrangement, the student attends Wesleyan for three years and completes 90 semester hours including proficiency and general educational requirements. She will follow a closely-advised pre-engineering program of courses in mathematics and the physical sciences, and will have the option of completing a major course of study, such



as Applied Mathematical Science. If the student meets the transfer entrance requirements for the cooperating university program, she then transfers to that university for approximately two years of prescribed engineering courses. At the end of this nominally five-year program, provided that the student has met both Wesleyan proficiency and general education requirements and the curricular requirements of the cooperating university, the student earns a separate baccalaureate degree from each school.

The student learning goals for students majoring in Applied Mathematical Science and/or completing the Wesleyan component of the Dual-Degree in Engineering program are:

- I. to develop a sound understanding of calculus, linear algebra, and differential equations;
- II. to successfully write computer programs that solve mathematical problems;
- III. to build theoretical and methodological foundations in the central, quantitative, laboratory-based physical sciences;
- IV. to learn to recognize phenomena that may be represented and modeled using computational, analytical, and predictive mathematical techniques; and
- V. to be able to apply mathematical techniques to a diverse range of problems in the natural and social sciences.

**Major requirements: Applied Mathematical Science:** The major program requires a minimum of 50 hours of course work, including the following:

I. Required Mathematics and Computer Science Courses (21 hours):

MAT 205 Calculus I 3 hours  
MAT 206 Calculus II 3 hours  
MAT 207 Calculus III 3 hours  
MAT 208 Calculus IV 3 hours  
MAT 210 Linear Algebra 3 hours  
MAT 300 Ordinary Differential Equations 3 hours  
CSC 216 Programming I 3 hours

II. Required Natural Science Courses (16 hours):

CHM 101 General Chemistry I 4 hours  
PHY 121 General Physics I 4 hours  
PHY 122 General Physics II 4 hours  
PHY 205 Periodic Motion and Waves 4 hours

III. Elective Courses (10-12 hours; at least one 300-level course):

CHM 320 Inorganic Chemistry 3 hours  
CHM/PHY 361 Thermodynamics 3 hours  
CHM/PHY 362 Quantum Chemistry 4 hours  
ECO 202 Intermediate Macroeconomic Theory 3 hours  
ECO 204 Intermediate Microeconomic Theory 3 hours  
PHY 212 Modern Physics 4 hours  
PHY 305 Classical Dynamics 3 hours  
PHY 350 Quantum Mechanics 3 hours  
\*CHM 396 Special Topics in Chemistry 3 or 4 hours  
\*ECO 396 Special Topics in Economics 3 or 4 hours  
\*MAT 396 Special Topics in Mathematics 3 or 4 hours  
\*PHY 396 Special Topics in Physics 3 or 4 hours  
\*must be an approved special topics course

IV. Senior Capstone Course (3 hours):

MAT 405 Mathematical Modeling 3 hours  
MAT 419 Probability and Statistics 3 hours

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

**Recommended Course Sequence.** The major in Applied Mathematical Science may be completed in four years by students lacking specific college preparatory experience in mathematics and physical science. However, students intending to complete the Dual-Degree in Engineering program within three years at Wesleyan and five years in total should arrive at Wesleyan prepared for college calculus, should consult with the Dual-Degree program advisor as soon as possible, and should plan their Wesleyan studies based on the following three-year schedule.

Recommended Course Sequence for Applied Mathematical Science:

**First Year: Fall**

WIS 101, MAT 205, two general education courses

**First-Year: Spring**

Writing Competency Course, MAT 206, three general education courses

**Sophomore Year: Fall**

MAT 207, CSC 216, PHY 121, two general education courses

**Sophomore Year: Spring**

MAT 208, PHY 122, two general education courses

**Junior Year: Fall**

PHY 205

MAT 210, elective/MAT 419, elective/general education, two general education courses

**Junior Year: Spring**

MAT 300, elective/MAT 405, elective/general education, two general education courses

## Applied Psychology

### Major Requirements: Applied Psychology

*This major is currently exclusive to the online program. Students must be accepted into the online program in order to declare Applied Psychology as a major. Non-majors who are interested in individual courses should consult with their advisor regarding the possibility of taking that course.*

Fifty years ago, the eminent psychologist George Miller honored the long history of psychology as an applied field by reminding those listening to his APA presidential address to “give psychology away.” Our applied psychology major at Wesleyan is designed to equip students with the skills needed to put their knowledge of the science of behavior and mental processes into practice. This begins with a set of core courses that include content courses (social psychology, developmental psychology, abnormal psychology, and ethics) that are commonly used to inform application. Additional core courses (statistics and behavioral research and assessment) provide students with the ability to understand and explain complex methodological findings. Courses across multiple areas of applied psychology (psychology of gender, industrial and organizational psychology, forensic psychology, health psychology, and community psychology) demonstrate the multiple ways in which psychological research can be used to inform and improve outcomes across broad swaths of society. Both a course in ethics, along with focused content on ethics, diversity, and culture within the applied courses, encourage students to think critically about the role and impact of applied practice. The capstone senior seminar in psychology provides students with additional experience in proposing an evidence-based solution to a societal need of their choosing.

The goals of the applied psychology major draw from the American Psychological Association’s suggested guidelines for undergraduate majors, with an additional emphasis on applied settings. Each of the broad goals below include several learning outcomes that we expect students to be able to meet by the end of their degree. Students who graduate with this major are prepared for professional positions that call for a clear understanding of the role of psychological research in daily life; students who are considering graduate study at the master’s level in applied fields may also find this major and appropriate first step.

1. Develop a **knowledge base** in areas that are frequently relevant to the application of psychology; both breadth and depth of knowledge are important, as is the ability to apply facts, theories, and issues from content areas to real-world problems
  1. Describe key concepts, principles, and overarching themes relevant to applied psychology

2. Develop a working knowledge of psychology's content domains
3. Apply psychological principles to real-world problems
2. Develop a **scientific approach** to understanding human behavior, including critical thinking, problem-solving skills, and an aptitude in reading and interpreting research design and analysis
  1. Use scientific reasoning to interpret psychological phenomena
  2. Practice psychology information literacy
  3. Engage in innovative and integrative thinking and problem solving
  4. Interpret basic psychological research
  5. Incorporate sociocultural factors in scientific inquiry
3. Develop an understanding of, appreciation for, and sensitivity to issues related to **ethics, diversity, and culture** as promoted in psychological theory, research, and practice.
  1. Evaluate psychological science and practice using ethical standards
  2. Build and enhance interpersonal relationships
  3. Adopt values that build community at local, national, and global levels
4. Develop the ability to **communicate psychological findings** in both oral and written formats in ways that promote connection with a variety of audiences.
  1. Demonstrate effective writing for different purposes
  2. Exhibit effective presentation skills for different purposes
  3. Interact effectively with others

APA recommendations regarding professional development are met through Wesleyan College's [Here to Career Professional Development Experience courses](#).

**The Applied Psychology major requires 39 semester hours.**

*I. Core Requirements: 24 hours*

PSY 101 General Psychology 3 hours

MAT 220 Statistical Methods\* 3 hours

PHI 223 Ethics 3 hours

PSY 200 Behavioral Research & Assessment\* 3 hours

PSY 203 Social Psychology 3 hours

PSY 240 Developmental Psychology 3 hours

PSY 325 Abnormal Psychology 3 hours

PSY 441 Senior Seminar in Psychology\* 3 hours

*\* Courses denoted with an asterisk should be taken sequentially. See course descriptions in Catalogue. MAT 220 and PSY 200 may be taken concurrently.*

*II. Applied Areas: 15 hours*

PSY 301 Psychology of Gender 3 hours

PSY 312 Industrial and Organizational Psychology 3 hours

PSY 330 Forensic Psychology 3 hours

PSY 343 Health Psychology 3 hours

PSY 365 Community Psychology 3 hours

*(Based on content covered, PSY 396 Special Topics in Psychology may substitute for one of Applied Areas courses, with the approval of the Department Chair.)*

**Integrative Experience.** The Integrative Experience requirement is met through PSY 441 Senior Seminar in Psychology. In this course, psychology majors are encouraged to make connections between a specific content/research area within psychology and a focused content/research area in an academic discipline outside of psychology. This seminar allows students to broaden this focus and apply knowledge gained in psychology to other, relevant areas of study within the liberal arts.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

Applied psychology majors gain additional professional experience through their senior seminar course, PSY 441.

**Minor in Organizational Behavior.** Combining content from business and psychology, the organizational behavior minor provides students with a more focused exploration of the impact of human behavior (both as individuals and in groups) on organizational practices. This minor would be an ideal option for an applied psychology major who plans to apply to related graduate programs. Students who plan on entering the workplace following graduation will benefit from increased knowledge relating to human resources, conflict management, and employer-employee relations in governmental, for-profit, and non-profit organizations in both public and private sectors. See the [Organizational Behavior](#) catalog listing for full details.

**Postgraduate Opportunities.** Students in the applied psychology major are well prepared to enter graduate study at the master's level in fields with a strong emphasis on the application of psychology. Students who are considering graduate study in psychology at the doctoral level would be better served by the traditional psychology major.

### [Psychology Course Listings](#)

## Studio Art

### Bachelor of Fine Arts (BFA) - ART

The Art department at Wesleyan College offers a Bachelor of Fine Arts (BFA) with a major in Art. The BFA requires highly intensive and focused coursework in the arts to prepare students for professional careers in visual arts fields and further study. The BFA especially prepares students for entrance into Master of Fine Arts (MFA) graduate programs. Students will cultivate a disciplined methodology for studio art production and develop the skill and confidence to speak, write, and professionally present her work in a gallery or public setting. The BFA student will focus on one or two areas of study to refine her skills and develop a cohesive, professional, and original portfolio. This degree incorporates the same liberal arts general education curriculum, which it requires of the Bachelor of Arts (AB) programs.

The Student Learning Outcomes for the BFA major in Art are:

- I. To develop a focused knowledge of the elements and principles of visual art and design.
- II. To develop a broad knowledge of the history of art to contextualize and aid in the development of their personal work.
- III. To demonstrate highly developed skills, techniques, knowledge, and original concepts in one or two areas of concentration in studio art as evident through a cohesive portfolio.
- IV. To indepthly analyze and critique the art of others as well as their own artwork.
- V. To demonstrate professional preparedness for a career in art or advanced degree program.

### Wesleyan College BFA Art Requirements

1. Students may declare the BFA Art major at any time but must take required preliminary coursework and apply for acceptance by March 1<sup>st</sup>. Students may apply a second time by October 1 in the following fall semester if the first attempt is unsuccessful.
2. The student must complete 120 semester hours with a cumulative grade point average of 2.50 or higher and a grade point average of 2.50 or higher in the major.
3. BFA students will participate in a department critique during their junior year.
4. Each senior student is required to have an exhibition at the end of her coursework along with an illustrated catalogue and artist's statement.
5. BFA students are required to attend lectures, exhibition openings, and workshops provided by the art department as an essential part of their educational experience and coursework in studio art.
6. Students are encouraged to become involved in art related internships and collaborations on campus.

**Major Course Requirements:** A BFA in Art requires a total of 69 hours of coursework from the following:

**I. Core Foundations** (18 hours)

ART 101 Drawing: 3 hours  
ART 106 Understanding Images: 3 hours  
ART 110 Creativity: Art/Design from Nature: 3 hours  
ART 108 3-D Design: 3 hours  
ART 205 Concepts in Drawing: 3 hours  
ARH 126 Art History I: Prehistoric to 16th Century: 3 hours

**II. Fundamental Studio Processes** (18 hours)

ART 221 Painting: 3 hours  
ART 225 Graphic Design: 3 hours  
ART 250 Traditional & Digital Printmaking: 3 hours  
ART 231 Ceramics: 3 hours  
ART 260 Intro to Jewelry: 3 hours  
ART 275 Digital Photography or ART 285 Video: 3 hours

**III. Art Historical Context:** (9 hours: **3 of the 9 hours must be at the 300 level**)

ARH 220 Visual and Curatorial Studies: 3 hours  
ARH 230 Art History II: 16th to 20th Century: 3 hours  
ARH 354 Art History III: 20th Century to Contemporary: 3 hours  
ARH 396 Special Topics: 3 hours

**IV. Intermediate/Advanced Study:** (21 hours, 6 hrs at the 400 level must be in the same area of study)

***BFA students may take a 300 or 400 level course for 3 or 6 hours at a time. If the student wishes to take 6 hours of the same course in the same semester she must obtain advisor and instructor approval.***

ART 302 Intermediate Painting & Drawing: 3 or 6 hours  
ART 318 Intermediate Ceramics: 3 or 6 hours  
ART 338 Intermediate Printmaking: 3 or 6 hours  
ART 340 Intermediate Graphic Design: 3 or 6 hours  
ART 345 Web Design: 3 or 6 hours  
ART 360 Documentary Photography: 3 or 6 hours  
ART 385 Studio Photo: Portrait & Product: 3 or 6 hours  
ART 396 Special Topics: 3 or 6 hours  
ART 402 Portfolio Building: Painting & Drawing: 3 or 6 hours  
ART 418 Portfolio Building: 3D 3 or 6 hours  
ART 438 Portfolio Building: Printmaking: 3 or 6 hours  
ART 440 Portfolio Building: Graphic Design: 3 or 6 hours  
ART 452 Field Study: 1-3 hours  
ART 460 Portfolio Building: Photography: 3 or 6 hours

**V. Senior Capstone** (3 hours)

ART 408 Senior Studio Seminar 3 hours

Students will follow the outlined curriculum. A recommended sequence of courses for the student majoring in studio art is shown below:

*First Year:* ART 101; ART 106; ART 110; ART 108; ARH 126

*Second Year:* ART 205; ART 221; ART 225; ART 231; ART 260; ART 275 or 285; ARH 220 or 230

*Third Year:* ARH 354; Nine to Twelve hours from ART 300 level

*Fourth Year:* ART 408; Three to Six hours from ART 300 level; Six hours from ART 400 level

## Bachelor of Arts (AB) - Studio Art

The student who studies art should expect to experience new forms of visual expression and creative thought. The art program offers a solid foundation in studio techniques and concept development. Personal artistic and intellectual growth is encouraged. The student is provided with skills for a professional career as an artist, photographer, illustrator, and graphic designer. Students may combine the art major with a minor in art history which prepares the student for a position as a museum or gallery administrator, or art consultant. Art students interested in graphic design may double major in Studio Art and Advertising and Marketing Communication.

**Major Program: Studio Art.** The College offers a program of study leading to the Bachelor of Arts degree with a major in studio art. In the studio art major, students can concentrate in one of the following areas: painting, drawing, ceramics, computer graphics, photography, sculpture or printmaking.

The student learning outcomes for the major in Studio Art are for the student:

- I. To develop a working knowledge of the elements and principles of visual art and design.
- II. To develop a broad knowledge of the history of art to contextualize and aid in the development of their personal work.
- III. To demonstrate developed skills, techniques, knowledge, and original concepts in a broad range of processes in studio art as evident through a cohesive portfolio.
- IV. To analyze and critique the art of others as well as their own artwork.
- V. To demonstrate professional preparedness for a career in art or advanced degree program.

**Major Requirements: Studio Art.** A major in studio art requires a total of 48 hours of course work from the following:

### **I. Core Foundations** (15 hours)

ART 101 Drawing 3 hours  
ART 106 Understanding Images 3 hours  
or ART 110 Creativity: Art/Design from Nature 3 hours  
ART 108 3-D Design 3 hours  
ART 205 Concepts in Drawing 3 hours  
ARH 126 Art History I: Prehistoric to 16th Century 3 hours

### **II. Fundamental Studio Processes** (12 hours):

ART 221 Painting 3 hours  
ART 225 Graphic Design **or** ART 250 Traditional & Digital Printmaking 3 hours  
ART 231 Ceramics **or** ART 260 Intro to Jewelry 3 hours  
ART 275 Digital Photography **or** ART 285 Video 3 hours

### **III. Art Historical Context:** (6 hours)

#### **Choose one course from:**

ARH 220: Visual and Curatorial Studies 3 hours  
ARH 230 Art History II: 16th to 20th Century 3 hours

#### **Choose one course from:**

ARH 354 Art History III: 20th Century to Contemporary Art 3 hours  
ARH 396 Special Topics: 3 hours

### **IV. Advanced Study** (12 hours: *3 of the 12 hours must be at the 400 level*)

ART 302 Intermediate Painting & Drawing 3 hours  
ART 318 Intermediate Ceramics 3 hours  
ART 338 Intermediate Printmaking 3 hours  
ART 340 Intermediate Graphic Design 3 hours  
ART 345 Web Design 3 hours  
ART 360 Documentary Photography 3 hours  
ART 385 Studio Photo: Portrait & Product 3 hours  
ART 402 Portfolio Building: Painting & Drawing 3 hours  
ART 418 Portfolio Building: 3D 3 hours

ART 438 Portfolio Building: Printmaking 3 hours  
ART 440 Portfolio Building: Graphic Design 3 hours  
ART 460 Portfolio Building: Photography 3 hours

**V. Senior Capstone / Integrative Experience / Professional Development (3 hours)**

ART 408 Senior Studio Seminar 3 hours

**In addition:**

1. In the spring semester of her sophomore year, each student is required to exhibit her works in the sophomore review.
2. Each senior student is required to have an exhibition of her work.
3. Students are required to attend lectures, exhibition openings, and workshops provided by the art department as an essential part of the educational experience.
4. Students are encouraged to become involved in internships.

Students will follow the outlined curriculum. Substitutions may not be made for required courses.

A recommended sequence of courses for the student majoring in studio art is shown below:

*First Year:* ART 101; ART 106 or 110; ART 108; ARH 126

*Second Year:* ART 201; ART 221; 225 or 250; 231 or 260; 275 or 285; ARH 220 or 230

*Third Year:* ARH 354; Six hours from ART 302, 318, 338, 340, 345, 360, 385, 402, 418, 438, 440, 460; ARH 354 or 396

*Fourth Year:* ART 408; Six hours from ART 302, 318, 338, 340, 345, 360, 402, 418, 438, 440, 460; ARH 354 or 396

**Integrative Experience.** The integrative experience is achieved in the studio art major through ART 408 Senior Studio Seminar. In this course each student develops a written, extended artist's statement which exemplifies the exploration of connections between her art making in her discipline with both her general education and with the world outside the classroom. The statement is included in her exhibition catalogue and orally presented during her artist's lecture.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

In choosing a studio art major a student has demonstrated the desire to develop a career as a working artist. The ART 408 Senior Studio Seminar provides professional experience through the creating and exhibiting of a professional body of work, by producing an accompanying exhibition catalogue and by presenting a lecture on the subject of her art. Professional aspects of this career include: developing a disciplined methodology for studio art production, developing the skill and confidence to speak and write about her art making, by developing web-based portfolios for publicity, and by learning to professionally present her work in a gallery setting.

**Minor Requirements: Studio Art.** The goals of the studio art minor are:

1. to achieve a working knowledge of visual elements and principles;
2. to learn how to analyze works of art;
3. to gain an understanding of the processes of art;
4. to develop personal expression in at least one art medium; and,
5. to acquire a basic knowledge of movements of art history.

**A minor in studio art requires 18 hours of course work from the following:**

1. ART 101;
2. ART 106 or ART 110 or ART 108;

3. Two courses from ART 205, 221, 225, 231, 250, 260, 275 or 285;
4. One course from ART 302, 318, 338, 340, 345, 360, 385, 402, 418, 438, 440, 460; and
5. One course from the following art history electives: ARH 126, 220, 230, 354, or 396.

**Auditing Studio Art Classes.** A student wishing to audit a studio art class may register for the class only at the end of the drop/add period and with the written permission of the instructor teaching the course. Consult the tuition and fees section of the Catalogue for costs.

**Independent Study in Art.** Students must consult with an art faculty member prior to registering for an Independent Study. The goals and objectives of the Independent Study project must be outlined. The Independent Study may not substitute for regular art classes. ARH and ART 451 may be taken only when substantial course work at the 100, 200, and 300 level has been completed.

**Postgraduate Opportunities.** The program offers a sound foundation for a wide variety of careers in the fine and commercial arts and for further scholarly pursuits. Recent graduates are working as professional artists, gallery directors, art teachers, newspaper photographers, and graphic designers.

**Resources for Non-Majors.** All Wesleyan students are welcome to take any of the Art Department's course offerings with the exception of ART 408 which is the senior seminar course for BA and BFA art majors.

The Wesleyan College Art Club is open to all students and encourages everyone with an interest in the field to participate. The Art Club sponsors the Annual Wesleyan College Student Art Exhibition. This exhibition is open to all students with numerous awards presented in a variety of categories.

Art exhibitions are presented regularly on the Wesleyan campus. The Cowles Myles Collier East Gallery of Porter Auditorium features exhibits by national, regional, and local artists. The West Gallery of Porter Auditorium showcases the College's permanent collection. Additional exhibits and student work can be seen in the McCrary Gallery of the Valeria McCullough Murphey Art Building.

### **Art (ART) Course Descriptions**

#### **ART 101: Drawing.**

**Goal:** To develop competence and confidence in the ability to draw. To organize perceptions in a logical and analytical manner. To explore a variety of media and paper surfaces.

**Content:** The elements, materials, and aesthetics of drawing.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

#### **ART 106: Understanding Images.**

**Goal:** An introduction to two-dimensional design used to provide a formal structure for the study of visual images. Students will learn the use of visual elements (line, shape form, texture, value, color, pattern) and principles (composition, unity, variety, emphasis, contrast, rhythm, motion, etc.) In an analytical study of images from art and culture.

**Content:** Works of art will be formally analyzed. Visual meaning in images will be evaluated by studying the artist's intentions and stylistic execution.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

#### **ART 108: 3-D Design.**

**Goal:** An introduction to the techniques and concepts of three-dimensional design used in the making of sculpture. Students will learn to analyze works of art - their own and those of contemporary artists - using design principles. Students will learn to utilize some of the art methods discussed in class in making their own work. By moving freely from the classroom to the studio, students will gain an understanding of the rich correlations between developing ideas and content and making art works.

**Content:** Contemporary sculptures will be discussed and analyzed. Students will make artworks of their own, and then discuss how effective their studio projects are in terms of the assignment and the design principles. Students will also



analyze objects and artworks in written form.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

### **ART 110: Creativity: Art/Design from Nature.**

**Goal:** We will consider creativity: what it is, how it happens, and why it is essential to the advancement of our world. To do this, we will study the creative process of known innovators, and practice the development of original ideas. We will consider biomimicry, and use our Arboretum as a resource, where students will explore image and design development through a study of objects and conditions found in nature. Drawing, photography, and journal entries will provide opportunities to record, analyze, express, transform and innovate. We will attempt to better understand how original ideas result from the information input of our senses (particularly vision), the processing in our brain, and the output through our mind and hands.

**Content:** Assignments will focus on explorations through three progressive approaches: 1. Naturalistic and scientific rendering and photography, 2. Expressive and metaphorical realism through drawing and a study of photographic works, and 3. The creation of new shape and form through abstraction, stylization, and photographic manipulation. Students will practice creativity through the development of individual portfolios of art and writing, and through collaborative idea development.

**Taught:** Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

### **ART 205. Concepts in Drawing.**

**Goal:** To allow students further exploration in drawing through a variety of media and subjects.

**Content:** Students will be introduced to drawing techniques and media beyond those of introductory drawing. These may include sequential thinking through illustration, nontraditional drawing approaches, perspective, collage, and abstraction.

**Taught:** Fall.

**Prerequisite:** ART 101.

**Credit:** 3 hours.

### **ART 221: Painting.**

**Goal:** To introduce the painting process and the concepts of value, color, and paint surface. To incorporate all aspects of visual thought and technique in producing compositions. To express oneself in terms of paint and color.

**Content:** An introduction to the materials and techniques of painting; the application of contemporary thought and personal experiences to the process of painting. Students work on exercises and finished works in oil paint and oil pastel.

**Taught:** Annually.

**Prerequisite:** ART 101 or permission of instructor.

**Credit:** 3 hours.

### **ART 225: Graphic Design.**

**Goal:** To understand the methods of commercial art through the use of the computer. To work through the design stages, working with type, layout, photographic art and drawn images. To understand the persuasive and informative nature of design.

**Content:** Projects in the field of graphic design. Use of computer drawing, painting, image manipulation and page-layout programs.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

### **ART 231: Ceramics.**

**Goal:** To introduce students to various methods of construction with clay. To develop safe and proper studio practices. To explore the aesthetic and functional aspects of the medium. To explore textural and color possibilities of surface.

**Content:** Understanding clay as an art medium. Technical instruction in hand building, throwing, and glaze experimentation with various clay bodies and firing processes.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**ART 250: Traditional and Digital Printmaking.**

**Goal:** To explore a variety of traditional, digital, and photographic printmaking processes and to learn to combine them together in the execution of creative imagery. To understand the differences between commercial reproductions and fine art original prints. To develop a basic control of printing processes and employ the computer as a tool for creative visual expression in the development of fine art multiples.

**Content:** an introduction to traditional printmaking processes and digital image creation/manipulation methods, digital printing, and digital/photographic printmaking techniques.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**ART 260: Introduction to Jewelry.**

**Goal:** To introduce historical and contemporary jewelry design and techniques. To incorporate ceramics, metals, fiber and computer aided design in the creation of small and wearable sculpture.

**Content:** Introducing jewelry concepts in relationship to time and culture. Using a wide range of materials students learn many techniques that they can apply to finished pieces and begin to develop a personal aesthetic.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**ART 275: Digital Photography.**

**Goal:** To develop visual communication skills through the study of the history of photography and the use of the digital camera. To understand the artistic and journalistic uses of photography, to understand how the camera relates to and differs from the human eye, to learn the basic operations of the digital camera and enlarger, and to control contrast and composition in a photograph.

**Content:** Introduction to digital photography with special emphasis on photography as fine art, documentary, and journalistic photography using the digital camera.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**ART 285: Video.**

**Goal:** An introduction to the use of video cameras in the production of sequential imaging. This course will expand the visual vocabulary by means of exploring diverse techniques in the production of video.

**Content:** This is an introductory course in capturing, editing, and producing video. Students will learn to use video equipment and software for pursuing fine art and commercial video projects.

**Taught:** Yearly.

**Credit:** 3 hours.

**ART 291: Directed Independent Study.**

**Goal:** To provide an opportunity for intermediate-level independent study.

**Content:** Independent work of interest to the student and approved by the instructor and program director.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of instructor and program director.

**Credit:** 1-6 hours

**ART 302: Intermediate Painting & Drawing.**

**Goal:** To allow for personal growth and advanced work in painting and drawing. To develop expressive content and to improve technical ability.

**Content:** The student will work with the instructor to develop personal goals for achievement. The student will focus on content development through media in painting and drawing. The student will work under the guidance of the instructor and meet regularly to assess progress, concepts and strategies. Group critiques will be held.

**Taught:** Fall, Spring.

**Prerequisites:** ART 101 or 221.

**Credit:** 3 hours. (BFA 3 or 6 hours).

**ART 318: Intermediate Ceramics.**

**Goal:** To allow for further artistic development in ceramics. To develop expressive content and to improve technical ability within the medium.

**Content:** The student will work in the studio with the guidance of the instructor. The student will work with the instructor to develop goals for achievement and meet individually once a week to discuss ideas, development and progress. Monthly group critiques will be held to assess improvement and to suggest new directions. This course may be repeated once for a total of six hours.

**Taught:** Annually.

**Prerequisites:** ART 108, and ART 231 or 241.

**Credit:** 3 hours. (BFA 3 or 6 hours).

**ART 338: Intermediate Printmaking.**

**Goal:** To allow for personal growth and advanced work in traditional and digital printmaking processes. To develop and effectively communicate through visually expressive content, critically analyze fine art print, and improve technical ability.

**Content:** The student will work with the instructor to develop personal goals for achievement focusing on experimentation with a variety of printmaking processes. Individual and group critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

**Prerequisites:** ART 250: Traditional and Digital Printmaking.

**Taught:** Annually.

**Credit:** 3 hours. (BFA 3 or 6 hours).

**ART 340: Intermediate Graphic Design.**

**Goal:** To allow for personal growth and advanced work in computer graphic design, layout, typography, and image creation and manipulation. To develop, and effectively communicate through visually expressive content, critically analyze design, and improve technical ability.

**Content:** Working through the design process, students will use drawing, image manipulation, and page layout programs in the execution of creative projects in the field of graphic design. Group and individual critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

**Taught:** Annually.

**Prerequisites:** ART 225: Graphic Design.

**Credit:** 3 hours. (BFA 3 or 6 hours).

**ART 345: Web Design.**

**Goal:** To understand how to apply design theory and the design process to the development of web pages. Students will further develop their ability to effectively communicate through visually expressive content, critically analyze design, and build technical skill.

**Content:** This course explores creating art and design for the web through coding (HTML and CSS), typography, layout, usability, problem solving, and the use of graphics software to develop/optimize graphics for the web. Students will learn how to apply basic design theory to web pages, analyze web design for usability and accessibility. Group and individual critiques will be held to assess the progress of student projects and to analyze design concepts and strategies.

**Taught:** Fall.

**Prerequisite:** ART 225.

**Credit:** 3 hours. (BFA 3 or 6 hours).

**ART 360: Documentary Photography.**

**Goal:** To expose students to the history of important documentary photographic works that have altered society. Each student will develop a body of photographs that documents a selected subject. Students will expand their technical facility with photographic processes.

**Content:** The student will work with the instructor to develop personal goals for achievement. The student will meet regularly with the instructor and will participate in group critiques and lectures.

**Taught:** Annually.

**Prerequisite:** ART 275.

**Credit:** 3 hours. (BFA 3 or 6 hours).

**ART 361: Elementary Arts: Curricula and Methods.**

**Goal:** To familiarize students with the process of creative development in elementary school children. To introduce students to various philosophies in support of the inclusion of the visual arts in the general curricula. To present art

production methods and materials appropriate to specific age groups of school children.

**Content:** The study of art education philosophies, rationales, goals, media, methods and materials appropriate in the grades K-5.

**Taught:** Annually.

**Credit:** 3 hours.

#### **ART 385: Studio Photo: Portrait & Product.**

**Goal:** Students will learn the skills required for professional portrait and product photography.

**Content:** This course offers the experience of photographing in an interior studio setting. The students will expand their knowledge of the use of the digital camera, studio lighting, subject positioning, and product placement.

**Taught:** Annually.

**Prerequisite:** ART 275.

**Credit:** 3 hours. (BFA 3 or 6 hours).

#### **ART 396: Special Topics in Art.**

**Goal:** To offer the student opportunities to pursue fields of study outside traditionally offered courses.

**Content:** An in-depth examination of a special area of art. Topics offered vary from time to time.

**Taught:** Offered occasionally.

**Prerequisite:** Depends on course content.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

#### **ART 402: Portfolio Building: Painting & Drawing.**

**Goal:** To allow for personal growth and advanced work in painting and drawing. To develop expressive content and to improve technical ability.

**Content:** The student will work with the instructor to develop personal goals for achievement. The student will focus on content development through media in painting and drawing. The student will work under the guidance of the instructor and meet regularly to assess progress, concepts and strategies. Group critiques will be held.

**Taught:** Fall, Spring.

**Prerequisite:** ART 302.

**Credit:** 3 hours. (BFA 3 or 6 hours).

#### **ART 408: Senior Studio Seminar.**

**Goal:** to enable the student to complete her A.B. or BFA degree senior art exhibition and to develop the skill and knowledge of discussing and analyzing works of art through the writing component.

**Content:** Seminar for the A.B. or BFA degree candidate in the studio arts. Emphasis will be on the development of the student's senior art exhibition with a writing component.

**Taught:** Spring.

**Prerequisites:** Senior standing. Candidate for A.B. or BFA degree.

**Credit:** 3 hours.

#### **ART 418: Portfolio Building: 3-D.**

**Goal:** To allow for personal growth and advanced work in a three dimensional medium. To develop expressive content and to improve technical ability with a particular medium.

**Content:** The student will work in the studio with the medium of her choice, with the guidance of the instructor. The student will work with the instructor to develop goals for achievement and meet individually once a week to discuss ideas, development and progress. Monthly group critiques will be held to assess improvement and to suggest new directions.

**Taught:** Annually.

**Prerequisite:** ART 318.

**Credit:** 3 hours. (BFA 3 or 6 hours).

#### **ART 438: Portfolio Building: Printmaking.**

**Goal:** To allow for personal growth and advanced work in traditional and digital printmaking processes. To develop and effectively communicate through visually expressive content, critically analyze fine art print, and improve technical ability.

**Content:** The student will work with the instructor to develop personal goals for achievement focusing on experimentation with a variety of printmaking processes. Individual and group critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

**Taught:** Annually.

**Prerequisite:** ART 338: Intermediate Printmaking.

**Credit:** 3 hours. (BFA 3 or 6 hours).

**ART 440: Portfolio Building: Graphic Design.**

**Goal:** To allow for personal growth and advanced work in computer graphic design, layout, typography, and image creation and manipulation. To develop, and effectively communicate through, visually expressive content, critically analyze design, and improve technical ability.

**Content:** Working through the design process, students will use drawing, image manipulation, and page layout programs in the execution of creative projects in the field of graphic design. Group and individual critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

**Taught:** Annually.

**Prerequisite:** ART 340: Intermediate Graphic Design.

**Credit:** 3 hours. (BFA 3 or 6 hours).

**ART 451: Directed Independent Study.**

**Goal:** To allow the student to explore a field of study not covered in the regular course structure. To allow a concentrated course of study for the serious and independent student.

**Content:** Independent work in any of the specialized art history or studio art areas.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of instructor and program director.

**Credit:** 1-6 hours.

**ART 452/199: Field Study.**

**Goal:** To offer the student the opportunity to explore real-life training with local businesses.

**Content:** Student-initiated field studies in any of the specialized art history or art areas.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of the faculty sponsor and art faculty.

**Credit:** 1-12 hours.

**ART 460: Portfolio Building: Photography.**

**Goal:** To expose students to the history of important photographic works. Each student will develop a professional photographic portfolio. Emphasis will be placed on content development. Students are encouraged to investigate the impact of contemporary aesthetic and social theory including postmodernism and politics of representation.

**Content:** The student will work with the instructor to develop personal goals for achievement. The student will meet regularly with the instructor and will participate in group critiques and lectures.

**Taught:** Annually.

**Prerequisite:** ART 360 or ART 385.

**Credit:** 3 hours. (BFA 3 or 6 hours).

**ART 499: Honors Thesis.** (Fee required).

## Art History

### Art History (ARH) Course Descriptions

**ARH 126: Art History I: Prehistoric to 16th Century.**

**Goal:** To develop skills in critical analysis and interpretation through comparison and an awareness of history, culture, and iconography in art and architecture.

**Content:** Monuments of art and architecture to 16th Century. Methods of art historical analysis.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Historical Events; (FA).

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Credit:** 3 hours.

**ARH 220: Visual and Curatorial Studies.**

**Goal:** Introductory understanding of visual and curatorial studies within museum operations and emerging issues utilizing Wesleyan's Art collection as a resource for hands-on experiences.

**Content:** Museums preserve, collect, display and study their collections for the good of society and the engagement of their community. Wesleyan's Art collection will provide opportunities for professional experiences in documentation, collection care and conservation, research, storage, handling objects, interpretation and exhibition from development to evaluation methods. The Art collection will serve as primary sources for interpretation including reflections on the politics of race, class and gender as well as individual, community, and national identities to create meaning.

**Taught:** Fall,

**Prerequisite:** None.

**Credit:** 3 hours.

**ARH 230: Art History II: 16th to 20th Century.**

**Goal:** To develop skills in critical analysis and interpretation through comparison and an awareness of history, culture, and iconography in art and architecture.

**Content:** Monuments of art and architecture from 16th to 20th century. Methods of art historical analysis.

**Taught:** Annually.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Gen. Ed. Category:** Exploring; Historical Events; (FA).

**Credit:** 3 hours.

**ARH 354: Art History III: 20th Century to Contemporary.**

**Goal:** To acquire an understanding of art and architecture from the beginning of the twentieth century to the present.

**Content:** Study of art and architecture in the 20th and 21st centuries with an emphasis on global socio-political, environmental, and gender issues.

**Taught:** Annually.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences; (FA).

**Credit:** 3 hours; cross-listed as WGS 354.

**ARH 396: Special Topics in Art.**

**Goal:** To offer the student opportunities to pursue fields of study outside traditionally offered courses.

**Content:** An in-depth examination of a special area of art. Topics offered vary from time to time.

**Taught:** Offered occasionally.

**Prerequisite:** Depends on course content.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**ARH 451: Directed Independent Study.**

**Goal:** To allow the student to explore a field of study not covered in the regular course structure. To allow a concentrated course of study for the serious and independent student.

**Content:** Independent work in any of the specialized art history or studio art areas.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of instructor and program director.

**Credit:** 1-6 hours.

**ARH 452/199: Field Study.**

**Goal:** To offer the student the opportunity to explore real-life training with local businesses.

**Content:** Student-initiated field studies in any of the specialized art history or art areas.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of the faculty sponsor and art faculty.

**Credit:** 1-12 hours.

**ARH 499: Honors Thesis. (Fee required).**

## Arts Management

Arts Management is an interdisciplinary major that will equip students with the knowledge, skills, experience, and confidence to become leaders in the fields of arts management, entertainment, and other creative industries. Students will gain broad instruction in business models, managerial roles, and best practices that apply to a range of arts enterprise in the not for profit and commercial sectors. In addition to this core, students will choose a track that will focus on a particular area of the arts offered at Wesleyan College. This major exemplifies the core of the Wesleyan College mission of mentoring students to become leaders in their field after graduation.

This major will prepare students for a wide range of graduate programs and careers in arts and cultural institutions. This major is designed to be either a stand-alone major, or to be a double major with the related majors reflecting the trends to incorporate arts management into art practice. One of the main advantages of this major is that it gives both an understanding of business and a trained creative sense. This leads to a very versatile student ready for today's job market.

The Arts Management major has field experience and self-designed projects incorporated into its curriculum, allowing students the opportunity to work with professionals outside of Wesleyan College, and tailor their learning to their interests post-graduation. It will enable students to become leaders and managers as they engage with organizations on and off campus. Students will be encouraged to engage in summer work at arts and cultural institutions, going to conferences in their area of study, and internship opportunities outside of the required field experience that is a part of their capstone class.

The Student Learning Outcomes for the major in Arts Management are:

- I. Students will demonstrate a foundational understanding of different business models used in arts and cultural organizations, as well as the underlying financial principles.
- II. Students will demonstrate the communication, collaboration, and business skills that can lead to study in a graduate program, entry level jobs in arts and cultural institutions, as well as entrepreneurial projects.
- III. Students will gain an understanding of an area of the arts including its history, best practices, and communication style.
- IV. Students will understand through the core classes and demonstrate through their AMM 470 Capstone what best practices in personnel management are.

**Major Requirements:** The major program requires a minimum of 48 hours of course work, including the following core classes and choosing one concentration:

### **Required Core Courses (21 credit hours)**

BUS 105 Contemporary Business  
ART 225 Computer Graphic Design  
BUS 303 Principles of Marketing  
BUS 315 Principles of Management  
ACC 201 Financial Accounting: Concepts and Applications  
THE/AMM 330 Marketing for Individual Artists  
ECO 104 Issues in Microeconomics

### **Electives (choose 6 credit hours)**

ECO 210 Women and Economic Development  
BUS 317 Organizational Behavior  
BUS 318 Human Resources Management  
ACC 202 Principles of Managerial Accounting

### **Theatre Concentration (choose 18 credit hours)**

THE 110 Criticism and Practice in Theatre  
THE 125 Acting 1

THE 134 Introduction to Theatre Design  
THE 210 Theatre History and Literature 1 or THE 212 Theatre History and Literature II  
THE/WST 328 Women, Culture, Theatre  
THE 318 Directing  
THE 322 Stage Management and Producing for Theatre

**Music Concentration (choose 18 credit hours)**

MUS 181 Foundations of Music  
MUS 182 Harmony and Tonality  
MUS 331 History of Music I  
MUS 332 History of Music II  
An additional 6 credits of MUP Courses (Applied lessons and/or ensembles)

**Art Concentration (choose 18 credit hours)**

ART 106 Understanding Images  
ART 108 3-D Design  
ARH 126 The Critical Eye  
ARH 230 Masterpiece  
ART 275 Photography  
ART 340 Intermediate Computer Graphic Design

AMM 470 – A senior project which should include field experience, as well as work on a self-designed project with focus given to project management (for 3 credit hours).

**Integrative Experience.** The integrative experience is fulfilled in the Arts Management major (AMM) by the Senior Capstone course, AMM 470. Each student works on a self-designed project with focus given to project management. This will work in tandem with field experience at a partnering organization in the local community that will give the student the experience they need to complete this project.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

In addition, students meet individually with Arts Management faculty at the end of each year to assess their work that is being built into a portfolio of work covering core courses and courses in their specific track. If interested in professional work or graduate school, students are encouraged to intern during the summer or during the school year with arts and cultural institutions in conversation with faculty. The internship must not interfere with the student's obligations to Wesleyan College curricular work during the academic year. Academic credit is available.

**Arts Management (AMM) Course Descriptions**

**AMM 330: Marketing for Individual Artists.**

**Goal:** To develop the materials for and knowledge of the application and interview process as a gateway to the first job or internship.

**Content:** Students will prepare personal marketing and branding materials, as well as developing a portfolio of work that best represents them in a clear, professional manner. The course will cover resumes, CV's.

**Taught:** Spring Semester.

**Prerequisite:** None.

**Credit:** 3 Credit Hours; cross-listed THE.

**AMM 396: Special Topics in Arts Management.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues in accounting that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.



**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**AMM 451: Directed Independent Study.**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in accounting selected in consultation with the instructor.

**Content:** Varies.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the topic selected.

**Credit:** 1–6 hours.

**AMM 452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of accounting.

**Content:** Observation and participation in the work of accounting professionals.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

**AMM 470: Senior Capstone.**

**Goal:** To provide the student with a course that will utilize a guided field experience with a partnering arts organization that is running concurrently with a capstone project.

**Content:** The student will work on a self-designed project with focus given to project management. This will work in tandem with field experience at a partnering organization in the local community that will give them the experience they need to complete this project. At the end of the semester, the student will make a formal presentation to the Program Director and the Supervisor of their sponsoring organization as in a business setting.

**Taught:** Annually, Spring Semester.

**Credit:** 3 Credit Hours.

**AMM 499: Honors Thesis.** (Fee required).

## Asian Studies

The Asian Studies minor provides students with a foundational understanding of the politics, history, economy, and culture of the region, with particular emphasis on East Asia, as well as intermediate proficiency in one of its major languages. Intermediate language proficiency is required to enroll in some of the minor's upper-level course work. Asian Studies minors are encouraged to take advantage of Wesleyan's study abroad offerings in Asia, as well as the rich cultural programming offered through the Wesleyan College Confucius Institute. Students who graduate with a minor in Asian Studies will be able to pair this course of study with studies in their major field to be prepared for a number of graduate programs and career options.

### Minor Requirements: Asian Studies (15 hours)

#### **Required Courses (6 hours)**

CHN 212 Intermediate Chinese (3 hrs)

or

JPN 212 Intermediate Japanese (3 hrs)

HIS 346 History of East Asia (3 hrs)

#### **Electives (9 hours; minimum of 3 hrs of 300-level or 400-level coursework)**

ARH 216 Age of the Spirit (3 hrs)

AST 199 Field Study (up to 3 hrs)

AST/COM 384 Seminar in Rhetorical Studies (3 hrs)\*

AST 250 Introduction to Chinese Culture (3 hrs)

AST 296 Special Topics in Asian Studies (up to 3 hrs)

AST 350 Contemporary Asia (3 hrs)

AST 396 Special Topics in Asian Studies (up to 6 hrs)  
 AST 451 Directed Independent Study (up to 3 hrs)  
 AST 452 Field Study (up to 6 hrs)  
 COM 216 Intercultural Communication (3 hrs)  
 HIS 120 Early Civilizations (3 hrs)  
 or  
 HIS 125 Emerging Modern World (3 hrs)  
 AST/ENG 205 Perspectives on World Literature (3 hrs)\*  
 AST/ENG 347 Seminar in World Literature (3 hrs)\*  
 REL 225 Exploring the World's Religions (3 hrs)  
 HIS 305 Twentieth Century Genocides (3 hrs)  
 HIS 323 Empires and Diaspora (3 hrs)  
 POL 335 Politics of the Developing World (3 hrs)  
 TRA 240/242/244/246 Travel Study Seminar (up to 3-4 hrs)\*\*

\*ENG 205 and ENG 347 will occasionally be offered without sufficient Asian content, at which times they will not be cross-listed as Asian Studies courses.

\*\*TRA course must include travel to an Asian country.

### **Asian Studies (AST) Course Descriptions**

#### **AST 205: Perspectives on World Literature.**

**Goal:** Through close reading and discussion of literature from primarily non-Western cultures, students explore such topics as the legacy of colonialism in world literature, challenges of cross-cultural literary analysis, and strategies writers use to shape their identities or engender social change. Students will identify issues arising from increasingly complex global connections; analyze how components such as socio-economic status, ethnicity, race, and religion shape beliefs and behaviors; and communicate and interact effectively across cultures.

**Content:** Each semester this class selects a particular perspective from which to consider authors' use of creative writing to address issues in their lives and the lives of their communities. Such perspectives may include a particular geographical region, cultural phenomenon, or component of writers' identity (for example, African literature, globalization, or expatriated writers).

**Taught:** Alternative years.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; (HUM)

**Credit:** 3 hours; cross listed as ENG 205.

#### **AST 250: Introduction to Chinese Culture**

**Goal:** This course introduces students to selected topics in contemporary Chinese culture, such as popular culture, food, family structures, daily life, education, and business.

**Content:** By studying different aspects of Chinese culture students will become more knowledgeable about Chinese life today and how the Chinese participate in the global circulation of culture, identity, tradition, and modernity.

**Taught:** Annually.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Independent World; (SBS).

**Credit:** 3 hours.

#### **AST 296: Special Topics in Asian Studies.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum or to explore in greater detail a subject covered by another course.

**Content:** An in-depth examination of a special topic in Asian Studies. Topics vary. A student may take no more than three semester hours in 296 special topics courses.

**Taught:** Offered occasionally. (Contact program director for details.)

**Prerequisite:** Depends on course content; permission of program director.

**Credit:** 3 hours.

#### **AST 350: Contemporary Asia.**

**Goal:** To provide an opportunity to complete an in-depth, Asia-focused research project.

**Content:** Assignments and discussions relevant to completing an in-depth, Asia-focused research project, the nature and content of which will vary.

**Taught:** Offered occasionally. (Contact program director for details.)

**Prerequisite:** CHN 212 or JPN 212 or equivalent proficiency in another Asian language; satisfaction of the general education writing requirement; and permission of program director.

**Credit:** 3 hours.

**AST 347: Seminar in World Literature.**

**Goal:** To study a movement, theme, genre, era or writer(s) focusing primarily on works outside the American and English traditions. The focus of each seminar will vary. Representative topics might include Chinese poetry, the African novel, revolutions in world literature, the Russian novel.

**Content:** Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

**Taught:** Alternate years.

**Prerequisites:** ENG 210.

**Credit:** 3 hours; cross listed as ENG 347.

**AST 396: Special Topics in Asian Studies.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum or to explore in greater detail a subject covered by another course.

**Content:** An in-depth examination of a special topic in Asian Studies. Topics vary. A student may use up to six credit hours of AST 396 to fulfill the Asian Studies minor's requirements.

**Taught:** Offered occasionally. (Contact program director for details.)

**Prerequisite:** Depends on course content.

**Credit:** 3 hours. No more than six hours of AST 396 may be used to fulfill the minor's requirements.

**AST 451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic in Asian studies of special interest.

**Content:** Directed independent work of a on a topic in Asian studies. A student may use up to three credit hours of AST 451 to fulfill the Asian Studies minor's requirements.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisite:** CHN 212 or JPN 212 or equivalent proficiency in an Asian language and permission of program director. (Contact program director for details.)

**Credit:** 1-3 hours.

**AST 452: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of Asian studies.

**Content:** Observation and participation in the work of Asian studies. A student may use up to six credit hours of AST 452 to fulfill the Asian Studies minor's requirements.

**Taught:** Upon request of student, with approval of Asian Studies program director and Director of Career Development.

**Prerequisite:** CHN 212 or JPN 212 or equivalent proficiency in another Asian language required for AST 452; adequate coursework for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-6 hours.

## Biology

New technologies and ideas have contributed to making the biological sciences one of the most explosive areas of modern intellectual pursuit. The study of biology is rich in history and our modern understanding of the living world is predicated on centuries of observations, analysis, debate, and reassessment and reinterpretation of previous discoveries. The biology program challenges students to explore the living world and to use the study of biology as a means to develop their full cognitive potential. The program embraces the philosophy that to understand science, a student must participate actively in the scientific process. Understanding and engaging in the scientific method within the context of the life sciences prepares students to succeed in graduate study in an area of specialization, pursue additional education in professional schools, engage in a technical career, or work as a science educator. Students may choose courses best suited to meet their professional goals within the larger structure of a curriculum designed to insure breadth of experience.

**Major Program.** The biology program balances instruction in "content" and "process" with active participation on the part of all students in research projects throughout their undergraduate careers. This research-driven curriculum has at its

base an initial three course sequence comprising two semesters of introductory biology followed by a semester of scientific methodology and experimental design. The first course, "Principles of Biology I: Biological Processes," provides a solid foundation in the study, scope, and processes of biology, including basic biochemistry, cell biology, genetics, ecology, evolution, and population biology. The second course, "Principles of Biology II: Diversity of Biological Systems," applies a comparative approach to understanding the evolutionary basis for biological classification of organisms, continuity and diversity in the various kingdoms of life, and the central features of plant and animal physiology. The third course, "Research Methods in the Biological Sciences," immerses the student in the actual practice of science. In this course, students actively practice the scientific method by observing natural phenomena, asking questions, formulating alternative hypotheses, designing and instrumenting controlled experiments to test their hypotheses, carrying out these experiments by collecting and analyzing data, drawing conclusions from their experimental results, presenting their findings in written and oral forms, defending their procedures and results, and critically evaluating the work of others.

Nearly all upper-level coursework in biology draws upon this platform of practical experience and knowledge by requiring students to design and carry out experimental extensions of their laboratory exercises. Upper-level courses provide a deep background at the organismal, population, and integrative levels. Most students choose to participate in collaborative research with faculty members during their college careers. Due to the highly integrative nature of modern biology, coursework in chemistry, physics, and mathematics is also required. A capstone experience is provided by the Senior Integrative Exercise in Biology, in which the student integrates her knowledge of biology and other academic disciplines to research and present a focused interdisciplinary topic in an open forum.

The goals of this curriculum are to graduate biology majors who can demonstrate a rich understanding of the current content and subject area of the biological sciences, who can apply a firm foundation of practical experience with the scientific method to actual research projects, and who can present themselves and their work in professional settings.

Department faculty can be contacted to help with initial course selection and the development of a long-range plan for course sequencing. Aspirants to medical, dental, allied health and veterinary schools must satisfy the specific entry requirements for those schools. Biology majors contemplating a career in Allied Health (*e.g.*, Nursing, Physician's Assistant, Medical Technologist, Physical Therapist) should complete both BIO 210 and BIO 211 in order to meet professional school requirements for a two-semester sequence in Human Anatomy and Physiology.

**Major Requirements for Biology.** A major in biology requires a minimum of 60 semester hours, including the following:

**37 semester hours of Biology, including at least three 300-level Biology courses**

**Five student learning outcomes have been identified for the required courses in the Biology major:**

- I. Foundational understanding in the study, scope, and processes of the core concepts of biology and of the scientific method;
- II. Expanding understanding of organismal, population and integrative biology;
- III. Diversifying understanding through exposure to a broad base of knowledge gained from different subdivisions of biology;
- IV. Integrating knowledge previously gained in biology coursework and developing experience in application of knowledge, research, quantitative reasoning and critical thinking;
- V. Associating knowledge in other disciplines through coursework in physical science and in mathematics

**I. Foundational Courses (all 3 courses required; 12 hours):**

BIO 110 Principles of Biology I: Biological Processes 4 hours

BIO 112 Principles of Biology II: Diversity of Biological Systems 4 hours

BIO 203 Research Methods in the Biological Sciences 4 hours

**II. Expanding (Upper-level Core Courses; 4 courses required, 1 from each pair, 15-16 hours):**

BIO 311 Genetics, **or**

BIO 320 Molecular Cell Biology 4 hours

BIO 270 Vertebrate Zoology, **or**

BIO 340 Animal Physiology 4 hours

BIO 256 Reproductive Biology, **or**

BIO 341 Developmental Biology 4 hours

BIO 280 Ecology , **or**  
BIO 350 Principles of Evolution 3 or 4 hours

**III. Diversifying (elective courses to complete total of 37 hours of Biology):**

Any additional course(s) from II above,

**OR**

BIO 208 Field Biology  
BIO 210 Human Anatomy and Physiology I\*  
BIO 211 Human Anatomy and Physiology II\*  
BIO 235 Histology  
BIO 245 Microbiology  
BIO 265 Immunology  
BIO 315 Animal Behavior  
BIO 318 Biochemistry  
BIO 325 Neurophysiology  
BIO 345 Forensic Biology  
BIO 360 Conservation Biology

**OR**

Special Opportunities in Biology (recommended):

BIO 155 Introduction to Research  
BIO 396 Special Topics in Biology  
BIO 451 Independent Study  
BIO 452 Field Study  
BIO 499 Honors Thesis

**IV. Integrating (Required)**

BIO 440 Senior Integrative Exercise in Biology 3 hours

**V. Associating (required courses in other science and math disciplines, 23 semester hours):**

MAT 220\*\* Statistical Methods  
CHM 101 General Chemistry I  
CHM 102 General Chemistry II  
CHM 221\*\* Organic Chemistry I  
PHY 115\*\* College Physics I  
PHY 116\*\* College Physics II

\*Note: A maximum of 4 semester hours from the BIO 210/BIO 211 sequence may be counted toward the biology major.

\*\*Note: Pre Calculus (MAT 140) or any one course in calculus may be substituted for MAT 220. Organic Chemistry II (CHM 222) is strongly recommended for students preparing for graduate or professional programs. PHY 121, PHY 122 General Physics may be substituted for PHY 115, PHY 116.

**Integrative Experience:** The integrative experience requirement is met with BIO 440 Senior Integrative Exercise in Biology. In this course, students work individually to research a focused topic integrating biological concepts and methods with those of another discipline. Students work collaboratively in a small group to organize oral presentations which integrate individual topics into a broader theme, question, or problem. Students present their work at the end of the semester.

**Professional Development in Biology:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

The biology professional experience requirement can be met by involvement in any of the following biology related activities: internship, independent study, assisting a faculty member with the instruction of a regular teaching laboratory (teaching assistant), working with a faculty member as part of a laboratory or field research project. With faculty approval, these activities may also be used to fulfill the general education requirement that each student, "must develop her understanding of how a liberal arts education enhances students' preparation for careers and further professional growth"

(general education learning objective #7). Registration for and completion of at least 1 credit hour of PDE 400, Professional Development Experience, is required to fulfill this aspect of the general education requirement.

Biology majors contemplating a career in Allied Health (e.g., Nursing, Physician's Assistant, Medical Technologist, Physical Therapist) should complete both BIO 210 and BIO 211 in order to meet professional school requirements for a two-semester sequence in Human Anatomy and Physiology.

**Course Sequencing for the Biology Major.** For optimal progress, students considering a major in biology should begin with BIO 110 in the fall semester and BIO 112 in the spring semester of their first year. BIO 203 should be taken in the fall of the sophomore year. Students with some high school chemistry are strongly encouraged to take CHM 101 and 102 in their first year and CHM 221, 222 in their sophomore year. Physics is normally taken in the second or third year. A recommended sequence of courses for the student majoring in biology is shown below.

### ***Fall /Spring***

#### **FIRST YEAR**

BIO 110 / BIO 112

CHM 101 / CHM 102

WIS 101 / Writing Competency Course

Electives, General Education / Electives, General Education

#### **SECOND YEAR**

BIO 203 / BIO core or electives

CHM 221 / CHM 222

Electives, General Education / Electives, General Education

(In the first or second year of study: MAT 140, 205, 206, or 220)

#### **THIRD YEAR**

PHY 115 (or PHY 121) / PHY 116 (or PHY 122)

BIO core or elective / BIO core or electives, BIO Independent Study

Electives, General Education / Electives, General Education

#### **FOURTH YEAR**

BIO core or elective / BIO core or electives

BIO Independent Study / BIO Independent Study

Electives, General Education / Electives, General Education

BIO 440

**Minor Requirements: Biology.** The biology minor consists of a minimum of six courses within the discipline, for a total of 22 semester hours. These six courses will include BIO 110, 112, and 203, plus any three regularly-offered 200-300 level courses.

**Resources for Non-Majors.** Principles of Biology I (BIO 110) and Human Biology (BIO 103) are designed to fulfill the General Education learning outcomes for exploring how the natural world functions. Research Methods (BIO 203) is designed to fulfill the General Education learning outcomes for the Speaking Competency. Principles of Biology I (in addition to Principles of Biology II) also provides the necessary background for advancement to additional coursework within the biology major, biology minor, environmental science minor, and neuroscience minor programs. Human Biology (BIO 103) does not directly fulfill any course requirements of the biology major or minor. Non-majors can elect to take additional coursework in biology within the prerequisite structure. Prerequisites can, in some cases, be waived with the consent of the instructor and program director. Students contemplating a career in Allied Health (e.g., Nursing, Physician's Assistant, Medical Technologist, Physical Therapist) should complete both BIO 210 and 211 in order to meet professional school requirements for a two-semester sequence in Human Anatomy and Physiology.

**Undergraduate Research Opportunities.** All biology majors are exposed to the research environment of science in their sophomore year in the required course BIO 203. This experience is furthered by research components in many of the upper-level courses for which BIO 203 serves as a prerequisite. Independent laboratory or field research experience is strongly encouraged as a means to gain further knowledge of how science is conducted and as a prelude to post-graduate study in both research and clinically-based programs. Faculty members welcome the opportunity to support and

direct the research efforts of students enrolled in BIO 155, 451, 452, and 499 and to have students participate as research assistants in ongoing faculty research programs. Also, students are welcome to participate in the College intern program and receive academic credit for participation in research conducted at other institutions.

### **Biology (BIO) Course Descriptions**

#### **BIO 103: Human Biology.**

**Goal:** To familiarize the student with the practice and issues of applying the scientific method and modern biological techniques to the study of the human condition.

**Content:** An exploration of the biological approaches to the study of the human species, human populations, and the human body. The first part of the course examines cell theory, Mendel and molecular genetics, population biology, ecology, evolution, and modern advances in biotechnology. These serve as contexts in which to evaluate applications of the scientific method to understanding human existence and our interactions with the natural world as individuals and societies. The second part of the course focuses inward on functions of the human body, including nutrition, maintenance of the internal environment, neural and endocrine control, immune responses, circulation, respiration, reproduction, development, and aging. Laboratories involve data collection and analysis of experiments directly related to human biology, using both classic and modern technological approaches, computers, biochemical and physiological test equipment, simulations and case studies.

**Taught:** Fall, Spring.

**Prerequisites:** None.

**Gen. Ed. Category:** Exploring how the natural world functions; (SM).

**Credit:** 4 hours.

#### **BIO 110: Principles of Biology I-Biological Processes.**

**Goal:** To expose the student to the underlying principles of biology, including the requirements of living systems, the interaction of life with the physical world which supports it, and the molecular basis that unifies all living things.

**Content :** The principles of evolution, ecology, and genetics. An introduction to the biome that comprises all living things. An introduction to the cellular basis of life.

**Taught:** Fall.

**Prerequisites:** Students are required to have either a Math SAT (or ACT equivalent) of at least 500, or placement into MAT 140 (or higher) or sophomore standing for entry into BIO 110.

**Gen. Ed. Category:** Exploring how the natural world functions; (SM).

**Credit:** 4 hours.

#### **BIO 112: Principles of Biology II-Diversity of Biological Systems.**

**Goal:** To expose the student to the unity and diversity of the living organisms that inhabit the earth. To examine the mechanisms involved in the structures and processes used by living things to accomplish the requirements of continued existence.

**Content :** The systematic survey of the major groups of organisms from the bacteria to the higher vertebrates. A systems approach to the functioning of living organisms from the cellular to the whole organism levels.

**Taught:** Spring.

**Prerequisite:** BIO 110 or permission of program director.

**Credit:** 4 hours.

#### **BIO 155: Introduction to Research.**

**Goal:** This course is intended to give students an introduction to scientific research methods and practices.

**Content:** The focus of the course will be skill building, basic laboratory techniques, research design and execution of a short research project, development of oral and written presentations.

**Prerequisites:** BIO 110 and BIO 112 or CHM 101 and CHM 102.

**Taught:** Occasionally.

**Credit:** 1-3 hour.

#### **BIO 203: Research Methods in the Biological Sciences.**

**Goal:** To learn basic methods and techniques of research in the natural sciences, especially biology and chemistry. To become proficient in the conduct of science and presentation of scientific information. To explore practical, philosophical, and ethical aspects of science. To improve public speaking skills in both large and small group settings.

**Content:** A "hands-on" introduction to all aspects of the scientific method and scientific research. Students conduct

experimental practical and self-designed research projects, including initial formulation of hypotheses, experimental design and instrumentation, data analysis, and preparation of results for presentation. Students prepare critical reviews of published papers, formal written research reports, and presentations of original research designs and results in written, graphical, and oral formats.

**Taught:** Fall.

**Prerequisites:** BIO 110, MAT 140.

**Gen. Ed. Category:** Foundation Building; Speaking Competency; (SM).

**Credit:** 4 hours.

### **BIO 208: Field Biology.**

**Goal:** To practice field techniques and quantitative skills commonly used in outdoor scientific disciplines. To learn to identify the conspicuous plant and animal species of Georgia and consider how they are adapted to their environments.

**Content:** Students will be introduced to the flora, fauna, and ecosystems of the southeastern United States in this field-intensive course. Emphasis will be on practical aspects of conducting scientific investigation outdoors, namely: taxonomic skills, field identification of plants and animals, use of dichotomous keys, techniques for sampling and describing natural populations and communities, and quantitative skills for analysis of data.

**Taught:** Fall. Alternate Years.

**Prerequisites:** BIO 110 and BIO 112; or ESC 150.

**Credit:** 4 hours; cross-listed as ESC 208.

### **BIO 210: Human Anatomy and Physiology I.**

**Goal:** To introduce the student to human gross and microscopic anatomy and physiology. To encourage the student to think synthetically about the interrelationships among form, function, development, and pathology of the human body.

**Content:** An introduction to organism structure, basic biochemistry, cytology and cell physiology, and histology and tissue physiology. A practical study of the structure and function of the human integument, skeletons, nervous, and sensory systems. The emphases of the course are on relating structure to function, relating gross and microscopic anatomy, developing 3-dimensional visualization skills, and becoming comfortable with the terminology of human anatomy and physiology. This is the first semester of the two-semester sequence in Human Anatomy and Physiology at an intermediate level.

**Taught:** Every Fall.

**Prerequisite:** BIO 103 or BIO 110.

**Credit:** 4 hours.

### **BIO 211: Human Anatomy and Physiology II.**

**Goal:** To continue the introduction of the student to human gross and microscopic anatomy and physiology. To encourage the student to think synthetically about the interrelationships among form, function, development, and pathology of the human body.

**Content:** A practical study of the structure and function of the human endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, excretory, and reproductive systems. An introduction to human nutrition, development, health, and pathology. The emphases of the course are on relating structure to function, relating gross and microscopic anatomy, developing 3-dimensional visualization skills, and becoming comfortable with the terminology of human anatomy and physiology. This is the second semester in the two-semester sequence in Human Anatomy and Physiology at an intermediate level.

**Taught:** Every Spring.

**Prerequisite:** BIO 210.

**Credit:** 4 hours.

### **BIO 235: Histology.**

**Goal:** To deepen student understanding of tissue function by examining tissue form at the microscopic level. Special emphasis will be made in helping students understand the dimensional context of structures and the function of these structures in relation to organ and organ system physiology.

**Content:** Identification of cell structure and relation of form to function. Microscopic analysis of all major organ systems. Development of proficiency in common histologic techniques, including tissue fixation, embedding, sectioning and counterstaining. Identification of select pathologic forms and the impact of these alterations on normal organ function.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and 112.

**Credit:** 4 hours.



**BIO 245: Microbiology.**

**Goal:** To survey the general characteristics of microorganisms, including morphology, classification, and ecology. To practice sterile techniques and procedures for identifying and culturing microorganisms.

**Content:** An introduction to the structure, physiology, and reproduction of bacteria, viruses, and fungi; disease effects and control of pathogenic microorganisms; and principles of immunology.

**Taught:** Every Spring.

**Prerequisites:** BIO 110 or BIO 103.

**Credit:** 4 hours.

**BIO 256: Reproductive Biology.**

**Goal:** To examine the mechanisms which govern reproductive tract function in vertebrate animals, using a combination of theoretical and experimental techniques. A major focus of this course will be human reproductive biology, with additional emphasis on the use of animal models to illustrate underlying molecular principles which regulate reproductive function.

**Content:** Examination of reproductive strategies and the utility of sexual versus asexual reproduction in maintaining diversity. Microscopic exploration of embryonic reproductive tract development and examination of disorders in this process. Introduction of conserved molecular mechanisms which govern reproductive tract function. Discussion of environmental and social factors which impact reproductive success. Consideration of ethical implications of new reproductive technologies.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and 112 and BIO 203

**Credit:** 4 hours.

**BIO 265: Immunology.**

**Goal:** To introduce students to the fundamental principles underlying the formation and function of the mammalian immune system.

**Content:** This course focuses on differences in innate versus acquired immunity, antigen/antibody interactions, B and T cell activation, genes and genetic rearrangements involved in the development of lymphocytes and mechanisms underlying immune disorders.

**Taught:** Spring, Alternate years.

**Prerequisites:** BIO 110 and 112.

**Credit:** 4 hours.

**BIO 270: Vertebrate Zoology.**

**Goal:** To survey the classes of vertebrates in order to develop an understanding of their phylogeny and adaptations.

**Content:** An anatomical, physiological, and behavioral comparison of vertebrates with an emphasis on functional morphology, structural design, ecological adaptations, natural history, and evolution.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110 and 112.

**Credit:** 4 hours.

**BIO 280: Ecology.**

**Goal:** To understand the interrelationships between living organisms and their physical and biological environment. To develop a broad understanding of the field of ecology. To conduct ecological research.

**Content:** Ecological principles at the level of the individual, population, community, and ecosystem. Specific topics include nutrient cycles, flow of energy in ecosystems, population dynamics, evolutionary ecology, life histories, competition and other community interactions, succession, and island biogeography. Current topics in anthropogenic global change.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and 112; or ESC 150.

**Credit:** 4 hours; cross-listed ESC 280.

**BIO 311: Genetics.**

**Goal:** To explore the principles involved in the inheritance of characteristics from generation to generation, from the molecular basis of heredity through the population as a unit of evolution.

**Content:** Mendel, molecular, and population genetics. Biomedical applications of new, genetically based technologies.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110, 112, and 203.

**Credit:** 4 hours.

**BIO 315: Animal Behavior.**

**Goal:** To familiarize the student with the biological study of animal behavior. To introduce the student to the major historical and contemporary perspectives of behavioral study. To allow the student to practice field and laboratory methods of behavioral sampling and analysis. To encourage the student to practice critical evaluation and presentation of representative examples of contemporary ethological literature and studies.

**Content:** A practice-oriented survey of contemporary approaches to animal behavior, including behavioral genetics, behavioral development, neuropathology, behavioral endocrinology, behavioral ecology and evolution, ethnology and sociobiology.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 103 or 110; BIO 203 or PSY 305.

**Credit:** 4 hours; cross-listed as NSC 315.

**BIO 318: Biochemistry.**

**Goal:** To survey the structure, function, and metabolism of the basic classes of organic molecules. To interrelate the various metabolic pathways into a unified concept of metabolism at the organism level.

**Content:** Protein, carbohydrate, lipid and nucleic acid structure and synthesis. The metabolic pathways in which these four classes of molecules participate.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112 and CHM 101, 102, 221.

**Credit:** 3 hours; cross-listed CHM 318.

**BIO 320: Molecular Cell Biology.**

**Goal:** To introduce modern cell biology with an emphasis on the molecular structure, function, and regulation of proteins involved in fundamental metabolic processes including protein transport, cell signaling, cell attachment, and cell proliferation.

**Content:** Definition of cell structures, regulation of activities by membranes, derivation of energy from the environment, mechanisms of biosynthesis for growth and repair, transmission of genetic information, and strategies for cell recognition.

**Taught:** Fall . Alternate years.

**Prerequisites:** BIO 110, 112, and 203.

**Credit:** 4 hours.

**BIO 325: Neurophysiology.**

**Goal:** To familiarize the student with the theoretical bases and experimental methods of modern neurophysiology, appropriate to studying the structure and function of individual nerve cells and small neuronal systems.

**Content:** A practice-oriented introduction to functional cellular neurobiology, focusing on electrophysiology. Laboratory exercise and discussion topics will include electrophysiology, histology, and neurochemistry techniques, neuronal membrane dynamics, synaptic function and plasticity, sensory coding, sensor coordination, central pattern generation, and network function. The primary methods of laboratory study will be intracellular, extracellular, multicellular and whole animal electrophysiology, cell and synaptic simulations, and computer simulations of neuronal and network function.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 103 or 110; BIO 203 or PSY 305; PSY 207 or consent of instructor.

**Credit:** 4 hours; cross-listed as NSC 325.

**BIO 340: Animal Physiology.**

**Goal:** To familiarize the student with the fundamental principles underlying the functioning of animals, from cellular to organism levels.

**Content:** A detailed survey of the mechanisms of animal physiology, taught primarily from an organ-systems perspective. Topics include membrane dynamics, neuronal and nervous system function, muscle physiology; cardiac function and circulation, respiration, digestion, excretion, endocrinology, and reproduction. This course takes a comparative approach to animal physiology, with a focus on physiological mechanisms in vertebrates, including humans.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112; BIO 203 or PSY 305.

**Credit:** 4 hours.

**BIO 341: Developmental Biology.**

**Goal:** This course will allow the student to explore the mechanisms and structures involved in the ontogeny of animals.

**Content:** The development of animals from fertilization through birth/hatching; examination of molecular/structural/temporal regulation of developing vertebrate and invertebrate organisms.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112, and 203.

**Credit:** 4 hours; cross-listed as NSC 341.

### **BIO 345: Forensic Biology.**

**Goal:** The course will require students to apply fundamental cell biological, biochemical, histological, physiological and molecular biology principles and techniques to the analysis of trace materials that are typically found at crime scenes.

**Content:** This course will emphasize critical thinking and problem solving skills and will reinforce the importance of accuracy in laboratory science experiments. Course material will cover the biochemical, physiological and molecular basis of forensic methods and case studies will be used to contextualize the use of forensic biology techniques as they are applied to crime scene investigation and conservation biology. Laboratory exercises will include histological analysis of plant, animal and human tissues, basic and forensic serology techniques and forensic DNA analysis.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and BIO 112.

**Credit:** 4 hours; cross listed as FSC 345

### **BIO 350: Principles of Evolution.**

**Goal:** To understand the mechanisms and results of evolution. To review historic and current controversies in evolutionary studies. To examine the diversity of approaches, both theoretical and empirical, used in the study of evolution.

**Content:** The principles of evolution, genetic variation, population genetics, adaptations, natural selection, population structure, speciation, biogeography, phylogeny, coevolution, and macroevolution.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112, and 203, or permission of instructor.

**Credit:** 3 hours.

### **BIO 360: Conservation Biology.**

**Goal:** To understand the reasons why many species are endangered, to examine possible solutions, and to consider the ethical and ecological ramifications of species extinctions. To appreciate the interdisciplinary nature of conservation biology by considering issues ranging from the level of the gene to the scale of the entire biosphere.

**Content:** Students read, review, and discuss current literature in this speaking-intensive course. Students will conduct both laboratory and field-based studies. Topics include defining diversity, threats to biodiversity, population genetics of rare species, conservation strategies and nature preserves, and legal and ethical issues.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110 and 112; or ESC 150.

**Credit:** 4 hours; cross-listed ESC 360.

### **BIO 396: Special Topics in Biology.**

**Goal:** To provide the opportunity to explore topics outside those offered elsewhere within the biology curriculum or to explore in greater detail a subject covered by another course.

**Content:** An in-depth examination of a special topic within biology. Topics will vary from semester to semester.

**Taught:** Offered occasionally.

**Prerequisites:** BIO 110, 112, and 203, or permission of instructor.

**Credit:** 3 or 4 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **BIO 440: Senior Integrative Exercise in Biology.**

**Goal:** To provide a capstone integrative experience for senior biology, neuroscience and environmental studies majors. To prepare for careers and professional growth by discussing future goals and reflecting on past collegiate experiences, both in the major and in the general education curriculum.

**Content:** With faculty guidance, students will work individually to research a focused topic integrating biological concepts and methods with those of another academic discipline. Students will work collaboratively in a small group to organize oral presentations incorporating individual topics into a broader theme, question, or problem. Students will make their presentations at the end of the semester to students and faculty in the Division of Natural Sciences and Mathematics.

**Taught:** Fall.

**Prerequisites:** Declared major in biology and the completion of at least 19 semester hours in biology including BIO 110, BIO 112, and BIO 203.

**Credit:** 3 hours.

**BIO 451: Directed Independent Study.**

**Goal:** To enable a student to explore intensively a topic of special interest. To promote original, independent, creative, and critical thinking. To attempt to answer questions of a scientific nature. To provide an opportunity to conduct independent laboratory research and learn new techniques.

**Content:** Directed independent work of a scholarly nature. Emphasis on research methods.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** BIO 110, 112, and 203, and permission of program director.

**Credit:** 1-6 hours.

**BIO 452/199: Field Study.**

**Goal:** To enable a student to experience a potential career opportunity. To acquire specific knowledge in the area of internship.

**Content:** An opportunity whereby a student may obtain credit in biology for experience gained in a biology-related internship or activity. Specific content is submitted by the student and should include objectives, anticipated activities, appropriate reading list, and nature of progress reports to be submitted to faculty sponsor.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** Adequate coursework for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

**BIO 499: Honors Thesis.** (Fee required).

## Business Administration

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments help provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process.

The D. Abbott Turner Program in Business Management includes three major curriculum alternatives:

1. The major in business administration with a concentration in digital marketing, healthcare administration, human resource management, organizational behavior, sport management, or strategic management.
2. The major in [accounting](#).
3. The major in [international business](#).

The department also offers an interdisciplinary major in [advertising and marketing communication \(AMC\)](#).

The department has an expanded minor curriculum program with minors in [accounting](#), business, [sport management](#), [economics](#), and [finance](#).

The department sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community.

Three student learning outcomes for the required courses in the business administration major have been identified:

1. Business majors will demonstrate competency in breadth of knowledge of business principles.
2. Business majors will demonstrate competency in depth of knowledge of business analysis.
3. Graduates will demonstrate ability to integrate subject knowledge in the analysis of business issues.

Additional goals in the liberal arts are met in the general education curriculum:

1. Understanding the historical and political context of business.

2. Developing an awareness of the dimensions of human behavior as individuals and in organizations.
3. Understanding the issues in philosophy and values which influence the business environment.

### **Major Requirements: Bachelor of Arts in Business Administration**

The major in business administration requires that the student complete a total of 57 hours of course work: 42 hours of business core courses in specified areas of essential business topics – accounting, marketing, management, economics, and finance – and 15 hours of course work related to a concentration.

#### **Business Core (36 hours)**

*Each course listed is 3 hours.*

ACC 201: Financial Accounting: Concepts and Applications

ACC 202: Principles of Managerial Accounting

ACC 205: Principles of Finance

BUS 106: Business Ethics and Society

BUS 303: Principles of Marketing

BUS 310: Business Law

BUS 315: Principles of Management

BUS 318: Human Resources Management

BUS 488: Business Policy Seminar

ECO 102: Issues in Macroeconomics

ECO 104: Issues in Microeconomics

MAT/PSY 220: Statistics

#### **Business Electives (6 hours)**

*Each course listed is 3 hours.*

BUS 128: Computer Applications

BUS/ECO/WST 210: Women and Economic Development

BUS 306: Advertising Strategy

BUS 320: Investments Analysis

BUS/ACC 333: Business Information Systems

BUS 335: Operations and Supply Chain Management

BUS/BSM 452: Field Study

BUS 350: Entrepreneurship \*

\* BUS 350 is required for the strategic management concentration. Students with this concentration must select a different elective.

#### **Concentration Courses (15 hours)**

Students are required to pick at least one concentration. Please see below for specific information about each concentration.

#### **Digital Marketing (DM) Concentration**

Businesses big and small, in every corner of the world, and selling any and every type of product rely on digital marketing to reach their consumers. Today's digitally connected world allows us to connect with friends all around the world, video chat with family in other time zones and read about any interest we may have without leaving the comforts of home. For businesses in every industry producing any number of items, this means it is harder than ever to reach their target audience.

The digital marketing concentration will provide the student with baseline marketing skills so they understand the language of business, and are better equipped to land internships and jobs. It is designed to give the student a competitive advantage with the skills needed to compete in the fast-changing business world where most companies are using technology to reach their consumers. This competitive advantage gained by digital marketing skills will help enable the student to hit the ground running in their chosen profession.

#### **Required Courses (15 hours)**

*Each course listed is 3 hours.*

ART 225: Graphic Design

BUS 336: Social Media Marketing

BUS 337: Email Marketing  
BUS 338: Digital Marketing Analytics  
BUS 339: Viral and Organic Growth

### **Healthcare Administration (HCA) Concentration**

Healthcare is the largest and fastest changing industry in the U.S., making up close to 18% of our national gross domestic product (GDP). To make effective decisions, professionals working in the field must understand basic business principles and tools related to finance, information systems, strategic planning, human resource management, and marketing.

In the field of healthcare administration, one may be responsible for establishing and implementing the policies and objectives of a specific clinical or administrative department or service within a single facility, or an entire healthcare organization or system.

A concentration in healthcare administration will help prepare the student to work in a variety of settings, including:

- Clinic/Medical group practice
- Hospital/Health system
- Home health/Hospice services
- Residential/Long-term care
- Insurance/Managed care
- Medical supply company
- Government Services
- University/Research Institution

A concentration in healthcare administration will provide the student with strong leadership abilities, including excellent communication and relationship management skills, diplomacy, collaboration and teamwork, adaptability and ability to manage change, and mentoring.

The healthcare administration concentration is designed to complement the student's major with the objective of providing an introductory curriculum, which can assist the student in gaining employment in healthcare and healthcare related career fields. This objective can be achieved by: building on general education core foundations; introducing students to health services management functions through the mastery of certain skills including communication, decision-making, and coordination; and preparing students for graduate study.

### **Required Courses (15 hours)**

*Each course listed is 3 hours.*

BUS/HCA 308: Introduction to Healthcare Administration  
BUS/HCA 309: Healthcare Operations and Quality Improvement  
BUS/HCA 313: Healthcare Policy and Economics  
BUS/HCA 314: Legal Aspects of Healthcare  
BUS/HCA 340: Healthcare Information Systems Management

### **Human Resource Management (HRM) Concentration**

Employment of human resource (HR) managers is projected by the Bureau of Labor Statistics to grow 7 percent from 2018 to 2028 – faster than the average of all occupations. This is not by accident: as advancements are made in best practices and new technologies within HR departments, companies are willing to pay up to find the most talented individuals available, as they recognize the value of having highly talented people in those positions. HR managers have a tremendously valuable impact not just on the companies they work for, but on individual co-workers within the organization, and play an integral role in the modern economy.

As the role of an HR professional within the workforce changes, students will need to adapt their skill sets in order to land these lucrative and prestigious positions. The increasingly focused skill set desired by major employers is no longer served by general business degrees. In today's economy, it is essential that aspiring HR professionals receive training and experience in coordinating the administrative functions of an organization, hiring and training employees, handling inter-company disputes, working with HR software, and other skills that will be important to their job on day one.

The human resource management concentration is intended to provide students with the relevant skills to address these areas and to succeed as the highest performers in this burgeoning field. While students will also receive a traditional

business education, graduates with this concentration will be able to point to specific skills they have learned and developed in HR that will allow them to stand out amongst all applicants.

### **Required Courses (15 hours)**

*Each course listed is 3 hours.*

BUS 317: Organizational Behavior

BUS 319: Total Compensation Management

BUS 329: Training and Development

BUS 331: Employment and Labor Law

BUS 334: Human Resource Risk Management

### **Organizational Behavior (ORGB) Concentration**

Combining content from business and psychology, the organizational behavior concentration\* provides students with a more focused exploration of the impact of human behavior (both as individuals and in groups) on organizational practices. This concentration would be an ideal option for a psychology or business major who plans to apply to related graduate programs. Students who plan on entering the workplace following graduation will benefit from increased knowledge relating to human resources, conflict management, and employer-employee relations in governmental, for-profit, and non-profit organizations in both public and private sectors.

### **Required Courses (15 hours)**

*Each course listed is 3 hours.*

BUS 317: Organizational Behavior

BUS 328: Art of Business Leadership

PSY 101: General Psychology

PSY 203: Social Psychology

PSY 312: Industrial and Organizational Psychology

\* Organizational behavior is also offered as a stand-alone [minor](#).

### **Sport Management (BSM) Concentration**

The highly competitive field of sports management provides sports, fitness, and recreation minded students with business knowledge and exciting opportunities in the world of athletics.

Business administration majors with a sport management concentration\* will gain experience and knowledge in areas of business, accounting, law, facility management, and marketing to create an expansive knowledge base for many careers. As part of our program, students in the sport management field will work with local semi-professional athletic teams, club sports, NCAA institutions, and other relevant fields to create a one-of-a-kind professional development opportunity to solidify their area of expertise and interest. The curriculum is designed to give students a broad understanding of all aspects of sport management and prepare them for careers in athletic administration, coaching, physical therapy, athletic training, and health and wellness.

\* Sport management is also offered as a [stand-alone minor](#).

### **Required Courses (15 hours)**

*Each course listed is 3 hours.*

BSM 110: Introduction to Sport Management

BSM/BUS 307: Sport Marketing

BSM 314: Sport Law

BSM 328: Facilities Management

BSM 400: Event Marketing and Management Capstone

### **Strategic Management (STMT) Concentration**

Strategic management involves decisions about the set of goal-directed, coordinated commitments and actions that a firm undertakes to gain and sustain superior performance relative to competitors. It includes diagnosing the competitive challenges facing a firm, formulating strategies (including corporate, business, international, etc.) to address the competitive challenges, and devising a coherent set of actions to implement a firm's strategy.

Knowledge of strategic management complements students' mastery of particular functional or operational areas, and allows graduates to understand how their functional roles and activities in a firm relate to the firm's overall strategic objectives.

### **Required Courses (15 hours)**

*Each course listed is 3 hours.*

BUS 317: Organizational Behavior

BUS 328: Art of Business Leadership

BUS 330: Strategic Management

BUS 332: International Business Management

BUS 350: Entrepreneurship

**Professional Development:** Throughout their Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400: Professional Development Experience and PDE 401: Professional Practice Seminar.

The student learning outcome of developing an understanding of how a liberal arts education enhances a student's preparation for careers and further professional growth is met in the business administration major with BUS 475. The program also recommends students consider internships as opportunities to experience their fields of interest. It is not uncommon for an internship to lead to a job offer. Some of the sponsors who welcome Wesleyan interns in business include Cherry Blossom Festival, Coliseum Hospital, Greater Macon Chamber of Commerce, Medical Center of Central GA, Merrill-Lynch, the Southern Company and Georgia Power, SunTrust Bank, and the United Way.

**Postgraduate Opportunities:** The business degree prepares students for a profession and a career, while providing for immediate employment. Consequently, although some graduates pursue a Master of Business Administration or other graduate degrees, most enter the workforce immediately following graduation. Recent graduates are working for Arthur Andersen, Grant Thornton, Dow Chemical, Ernst and Young, the Department of Revenue, City Bank of London, Coca-Cola, SunTrust Bank, Bright Ideas Advertising, and for many other businesses, industries, and nonprofit organizations.

### **Minor Requirements: Business (18 hours)**

*Each course listed is 3 hours.*

ACC 201: Financial Accounting: Concepts and Applications

ACC 205: Principles of Finance

BUS 105: Contemporary Business **or** BUS 106: Business Ethics and Society

ECO 102: Issues in Macroeconomics **or** ECO 104: Issues in Microeconomics

Two additional accounting (ACC), business (BUS), or economics (ECO) courses at or above the 300 level

### **Business (BUS) Course Descriptions**

#### **BUS 105: Contemporary Business**

**Goal:** To introduce students to the diverse external influences that impact issues and decision-making within an organization.

**Content:** Students will analyze the business environment in the areas of economic, social, political, technological, and global issues.

**Taught:** Occasionally

**Prerequisite:** None

**Gen. Ed. Category:** Exploring; Individuals & Communities; (PS)

**Credit:** 3 hours

#### **BUS 106: Business Ethics and Society**

**Goal:** To introduce students to the expectations society has toward business behavior.

**Content:** Major issues facing organizations in both the profit and nonprofit sector will be researched, analyzed, discussed, and evaluated. Through case studies, students will evaluate a variety of complex business situations and how decisions of organizations impact the larger society and the community in which they reside by forming and justifying decision alternatives that reflect ethical concepts.

**Taught:** Fall, Spring

**Prerequisite:** None



**Gen. Ed. Category:** Exploring; Individuals & Communities; (PS)  
**Credit:** 3 hours

**BUS 128: Computer Applications**

**Goal:** To study a variety of professional applications.

**Content:** Uses and methods of integrating various types of software through the construction of several projects.

**Taught:** Fall, Spring

**Prerequisite:** None

**Credit:** 3 hours

**BUS 210: Women and Economic Development**

**Goal:** To study the impact of economic change on women by analyzing how age, sex, and race hierarchies modify changes in women's roles in different societies of Asia, Africa and Latin America.

**Content:** This course will focus on the effects of economic growth on the socioeconomic status of women. Most importantly, students will study the means by which patriarchy has persisted in various parts of Africa, Asia and Latin America by redefining itself, even as economies have modernized.

**Taught:** Fall, Spring

**Prerequisite:** None

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences; (PS)

**Cross-listed as:** ECO 210 and WST 210

**Credit:** 3 hours

**BUS 303: Principles of Marketing**

**Goal:** To understand the basic marketing functions: product policy, pricing, advertising, selling, distribution, and marketing research, and to apply them to practical marketing problems.

**Content:** The examination of the "4 P's" of marketing-product, price, promotion, and place. Practical application of these concepts by developing a global marketing plan.

**Taught:** Fall, Spring

**Prerequisite:** None

**Credit:** 3 hours

**BUS 306: Advertising Strategy**

**Goal:** To investigate the underlying ideas, principles, and concepts used by management of a business to inform consumers of the availability of and attributes of products and services.

**Content:** Study of advertising background and theory, with an emphasis on different types of advertising media available. Practical application of these concepts by creating advertising cases.

**Taught:** Spring

**Prerequisite:** None

**Credit:** 3 hours

**BUS 307: Sport Marketing**

**Goal:** To develop and apply the theories and functions of sport marketing and sales as applied across various sport management fields.

**Content:** Students will utilize research and development skills, sport promotion, advertising, marketing, and development of campaigns to investigate the sport industry. Demonstration and understanding of various sport and exercise/fitness industries, target audiences, and needs in marketing and promotion will be examined to provide a foundation for current/future practices in marketing.

**Taught:** Fall, alternate years

**Prerequisites:** BSM 110, BUS 303

**Cross-listed as:** BSM 307

**Credit:** 3 hours

**BUS 308: Introduction to Healthcare Administration**

**Goal:** To examine the behavioral and organizational factors that affect healthcare managers and to examines some of the strategies for problem solving and implementing change.

**Content:** Included will be information on the U.S. healthcare delivery system and examine the historical growth of the healthcare system, trends for the future, and the various settings where healthcare is provided.

**Taught:** Fall, Spring

**Prerequisite:** None

**Cross-listed as:** HCA 308  
**Credit:** 3 hours

**BUS 309: Healthcare Operations and Quality Improvement**

**Goal:** To understand quality management and improvement is important in healthcare operations because of patient care, safety, and outcomes.

**Content:** This course will address quality management tools and concepts, including root cause analysis and performance indicators.

**Taught:** Fall.

**Prerequisite:** HCA 308

**Cross-listed as:** HCA 309

**Credit:** 3 hours

**BUS 310: Business Law**

**Goal:** To examine comprehensively the role of law and legal practice in the American business environment.

**Content:** Exploration of the differences between private and public law and also the differences between substantive and procedural law, with an emphasis on understanding the linkages between different areas of business law. Specific attention to such areas as classifications of legal subjects, the court system, dispute resolution, private law principles, public law, individual rights, business entities, and protection of society.

**Taught:** Fall, Spring

**Prerequisite:** None

**Credit:** 3 hours

**BUS 313: Healthcare Policy and Economics**

**Goal:** To introduce students to U.S. health policy and how it is developed, and the requirements of the major regulatory agencies.

**Content:** Major debates related to healthcare legislation will be discussed. The course will also look at how basic economic principles influence policy decisions.

**Taught:** Spring

**Prerequisite:** BUS/HCA 308

**Cross-listed as:** HCA 313

**Credit:** 3 hours

**BUS 314: Legal Aspects of Healthcare**

**Goal:** To examine laws and regulations that guide almost every interaction in health care.

**Content:** This course will explore the evolution of the laws and regulatory agencies that are actively involved in health care administration, and the contemporary issues that are likely to affect health care in the future.

**Taught:** Spring

**Prerequisite:** BUS/HCA 308

**Cross-listed as:** HCA 314

**Credit:** 3 hours

**BUS 315: Principles of Management**

**Goal:** To understand the basic concepts, theories, and research in management and to apply them to practical management problems.

**Content:** Examination of the principal functional areas of management-planning, organizing, directing, and controlling as well as environmental, legal, economic, ethical, statistical, international, and career issues.

**Taught:** Fall

**Prerequisite:** None

**Credit:** 3 hours

**BUS 317: Organizational Behavior**

**Goal:** To examine the three components of an organization - the individual, the group, and the system.

**Content:** This course will study the relationships of these components, the effects on decisions, and the strategies to employ to best meet organizational needs.

**Taught:** Fall

**Prerequisite:** None

**Credit:** 3 hours

**BUS 318: Human Resources Management**

**Goal:** To examine human resource strategies and to acquaint students with human resource functions in business organizations.

**Content:** Studying the major human resource functions-recruitment, selection, planning, job analysis, orientation, training and development, career planning, performance appraisal, compensation management, employee benefits, safety and health, employee relations, collective bargaining, and research-in an organizational context.

**Taught:** Annually

**Prerequisite:** None

**Credit:** 3 hours

**BUS 319: Total Compensation Management**

**Goal:** To provide the student with an overview of the total compensation management function in business, as evidenced through the human resource framework. Major areas of activity will include job analysis, job evaluation, establishing pay structures, and benefits.

**Content:** Strategic compensation, contextual influences on compensation practice, traditional bases for pay, incentive pay, person-focused pay, building internally consistent compensation systems, building market-competitive compensation systems, building pay structures that recognize employee contributions, discretionary benefits, legally required benefits, compensating executives, compensating the flexible workforce, compensating expatriates, pay and benefits outside the United States, and challenges facing compensation professionals.

**Taught:** Annually

**Prerequisite:** BUS 318

**Credit:** 3 hours

**BUS 320: Investments Analysis**

**Goal:** To acquaint students with the selection of common stocks, bonds, and other securities from the perspectives of both the individual and institutional investor.

**Content:** Basic concepts of investment management using risk/return analysis and empirical evidence to examine the securities valuation, the efficient markets hypothesis, portfolio diversification strategies, and investment decision-making in changing markets.

**Taught:** Spring

**Prerequisite:** None

**Credit:** 3 hours

**BUS 328: Art of Business Leadership**

**Goal:** To examine the leadership theories and approaches used to effectively lead individuals, work-teams, and groups.

**Content:** Students examine the knowledge and skills successful leaders must possess in the following areas of leadership: understanding leadership variables, the power of vision, the importance of ethics, the empowerment of people, leadership principles, understanding people, multiplying effectiveness, developing others, and performance management.

**Taught:** Spring, Fall

**Prerequisite:** None

**Credit:** 3 hours

**BUS 329: Training and Development**

**Goal:** To help students develop knowledge and skill in the design, development, delivery, and evaluation of organizational training as well as to help students build skills in creating effective performance improvement programs, a vital resource in talent retention that is often overlooked.

**Content:** Instructional System Design (ISD), the ATD Competency Model, key roles for training professionals, strategic training, needs assessment, learning and transfer of training, program design, training evaluation, traditional training methods, technology-based training, development, career management, mentoring, legal issues, managing diversity, career challenges, and the future of training and development.

**Taught:** Annually

**Prerequisite:** BUS 318

**Credit:** 3 hours

**BUS 330: Strategic Management**

**Goal:** To explore the processes and models managers use to make short and long run strategic decisions in corporations.

**Content:** Students study environmental scanning (both external and internal), strategy formulation (strategic or long-range planning), strategy implementation, and evaluation and control. Strategic management will also incorporate the integrative commit of business policy with a heavier environmental and strategic emphasis.

**Taught:** Fall  
**Prerequisite:** BUS 315  
**Credit:** 3 hours

### **BUS 331: Employment and Labor Law**

**Goal:** To examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs and, more importantly, the interplay between these considerations and how important HR professionals are in their success.

**Content:** OSHA requirements, risk management and loss prevention, management of safety & workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety, amongst others. There will be focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization and costly liability.

**Taught:** Annually  
**Prerequisites:** BUS 310, BUS 315  
**Credit:** 3 hours

### **BUS 332: International Business Management**

**Goal:** To investigate the economic, social, and political organizations that have an influence on managing international businesses and/or investments. Students may analyze customer-driven strategies, quality of global competitive environments, global logistics, and international business activities in differing political, legal, economic, cultural environments, and other pertinent topics.

**Content:** The course will cover the changing nature of the global economy in differing political, economic, legal, and cultural differences throughout the world. Ethical issues trade flow, foreign direct investment, regional economic agreements, global monetary system, World Bank, strategic alliances, marketing mix, product development, performance appraisal systems and supply-chain management are among the topics which may be analyzed.

**Taught:** Occasionally  
**Prerequisite:** None  
**Credit:** 3 hours

### **BUS 333: Business Information Systems**

**Goal:** To understand how firms plan, build, and implement systems to process accounting information necessary to the business.

**Content:** A study of the fundamentals of business data processing techniques and systems. Technological advances and their effects on business are discussed.

**Taught:** Annually  
**Prerequisite:** ACC 201  
**Cross-listed as:** ACC 333  
**Credit:** 3 hours

### **BUS 334: Human Resource Risk Management**

**Goal:** To provide the student with an overview of various laws and regulations that determine the rights and obligations of employees and employers.

**Content:** Topics covered include the nature of the employment relationship and common law principles, prohibitions against discrimination on the basis of certain protected characteristics such as race and gender, wage and hour law, the Family Medical Leave Act, the National Labor Relations Act, and other similar areas of labor and employment law. The primary focus is on federal laws governing the employment relationship, but there will also be discussion of state and local laws.

**Taught:** Annually  
**Prerequisites:** BUS 318, BUS 331  
**Credit:** 3 hours

### **BUS 335: Operations and Supply Chain Management**

**Goal:** To explore the roles within operations, supply chain and logistics to include business operations and continuity, logistics, process improvement, and other relevant models and processes applicable to industries.

**Content:** Students study strategy, products, and capacity, manufacturing and service processes, supply chain processes, and supply and demand planning and control processes that enable corporations to deliver quality finished goods to the customers.

**Taught:** Annually

**Prerequisite:** BUS 315

**Credit:** 3 hours

### **BUS 336: Social Media Marketing**

**Goal:** To introduce students to the particularities of advertising via Facebook, Twitter, and Instagram. Students will learn how to build effective ads for these platforms, select their appropriate audience, and measure the success of their efforts.

**Content:** Social media content, running social media campaigns, follower growth, and retargeting.

**Taught:** Annually

**Prerequisite:** BUS 303

**Credit:** 3 hours

### **BUS 337: Email Marketing**

**Goal:** To students how to craft successful email marketing campaigns when targeting business or individual customers. Students will also learn how to use email campaigns for customer engagement and activation.

**Content:** Messaging and the subject line; email campaigns, conversion, engagement and onboarding; automation; metrics; and engagement.

**Taught:** Annually

**Prerequisites:** BUS 303; satisfaction of writing competency requirement

**Credit:** 3 hours

### **BUS 338: Digital Marketing Analytics**

**Goal:** To learn how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition.

**Content:** Digital marketing funnels; analytics tools; A/B testing; data analysis; and rich data, vs. poor data.

**Taught:** Annually

**Prerequisites:** BUS 303, BUS 337; MAT 130 or higher

**Credit:** 3 hours

### **BUS 339: Viral and Organic Growth**

**Goal:** To teach students what drives users to share content, how to build shareable content, and how to run contests and perform other activities that tend to lead to viral or organic growth.

**Content:** The psychology of virality; meme culture and marketing; influencer marketing and referral programs; and viral contests.

**Taught:** Annually

**Prerequisites:** BUS 303, BUS 336

**Credit:** 3 hours

### **BUS 340: Healthcare Information Systems Management**

**Goal:** To introduce the student to the principles of computer technology related to health care with emphasis on computerized medical billing, health care data collection, storage, retrieval, security arrangement, presentation, and verification. This course will also introduce the components and requirements of the electronic health record.

**Content:** Origins, sources and content of healthcare data; technologies used to manage and control healthcare databases; key components of healthcare databases; telecommunications technology; electronic medical record (EMR); project management; systems evaluation.

**Taught:** Annually

**Prerequisite:** None

**Cross-listed as:** HCA 340

**Credit:** 3 hours

### **BUS 350: Entrepreneurship**

**Goal:** To awaken the student's entrepreneurial spirit and to make the student aware of the significant role that entrepreneurial thinking plays in the successful development of new enterprises whether they be for-profit or non-profit organizations.

**Content:** Class discussions and textbooks readings will explore entrepreneurial characteristics, entrepreneurial opportunities, and effective small business planning and management systems. Because the business plan serves as a model and framework for entrepreneurial thinking, the student will create a personal and informal business plan for a business or non-profit organization of their choosing.

**Taught:** Offered occasionally

**Prerequisite:** None  
**Credit:** 3 hours

### **BUS 396: Special Topics in Business**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues in business that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally

**Prerequisite:** Dependent on topic

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **BUS 451: Directed Independent Study**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in business selected in consultation with the instructor.

**Content:** Varies

**Taught:** Fall, Spring, and Summer

**Prerequisites:** Adequate course work for the placement selected and permission of the faculty advisor

**Credit:** 1-9 hours

### **BUS 452/199: Field Study**

**Goal:** To provide the student with intensive, specialized work experience in the area of business.

**Content:** Observation and participation in the work of business professionals.

**Taught:** Fall, Spring, and Summer

**Prerequisites:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development

**Credit:** 1-12 hours

### **BUS 475: Portfolio Seminar**

**Goal:** To provide a forum for accounting, business administration, and international business majors in which students discuss, analyze, critique and prepare a senior portfolio documenting their integrative experience.

**Content:** Students will reflect upon the interdisciplinary nature of their courses of study including the general education experiences and their relationship to their major.

**Taught:** Occasionally

**Prerequisite:** Junior or senior standing

**Cross-listed as:** ECO 475

**Credit:** 1 hour

### **BUS 488: Business Policy Seminar**

**Goal:** To familiarize the student with the integration of the functional areas of business through study and discussion of real organizational problems from the perspective of top-level management.

**Content:** Emphasis on the development of conceptual skills in management, marketing, and finance that require the student to approach decision-making and strategic planning in terms of the total impact on the organization. An on-line computer simulation is an integral part of BUS 488.

**Taught:** Fall, Spring

**Prerequisites:** BUS 303 and BUS 315; ECO 205; and senior standing

**Credit:** 3 hours

### **BUS 499: Honors Thesis (Fee required)**

#### **Links to Other Course Descriptions**

[Accounting \(ACC\)](#)

[Economics \(ECO\)](#)

[Mathematics \(MAT\)](#)

## Chemistry

Chemistry plays a central role in both physical and biological sciences. Chemistry courses offer students the opportunity to master the chemical concepts necessary for understanding much of the natural sciences. These courses encourage students to think independently, to approach problems and tasks creatively and skillfully, and to test hypotheses critically. Laboratory experience is integral to most chemistry courses. Experimental design, modern laboratory techniques, and data analysis are emphasized.

**Minor in chemistry.** The chemistry minor encourages students to achieve a sound understanding of the fundamental concepts of chemistry: chemical bonding, reactions and their dynamics, and analysis and characterization of chemical samples. Chemistry minors develop laboratory skills to study chemical systems and problems.

**Minor requirements:** The chemistry minor consists of seven courses within the discipline:

CHM 101 – General Chemistry I (4 hours)  
CHM 102 – General Chemistry II (4 hours)  
CHM 221 – Organic Chemistry I (4 hours)  
CHM 222 – Organic Chemistry II (4 hours)  
CHM 240 – Quantitative Analysis (4 hours)  
Two additional CHM courses at the 300 or 400 level

Students may elect to develop a PDE in chemistry in collaboration with their advisor and chemistry faculty.

### Chemistry (CHM) Course Descriptions

#### **CHM 101-101L: General Chemistry I.**

**Goal:** To explore the nature of matter. To examine qualitatively and quantitatively the principles which govern the physical and chemical changes of matter. To encourage critical thinking, logical derivation, and creativity through solving problems. To develop an understanding of the composition and operation of the material universe and an appreciation of the greater environment. To prepare students for further studies in science.

**Content:** A comprehensive introduction to chemistry including stoichiometry, chemical reactions, properties of solutions, properties of gases, atomic structure, chemical bonding and molecular structure.

**Taught:** Fall.

**Prerequisites:** MAT 130 or placement at MAT 140 or higher.

**Gen. Ed. Category:** Exploring how the natural world functions; (SM)

**Credit:** 4 hours (3 hours lecture and 3 hours lab per week).

#### **CHM 102-102L: General Chemistry II.**

**Goal:** To explore the nature of matter. To examine qualitatively and quantitatively the principles which govern the physical and chemical changes of matter. To encourage critical thinking, logical derivation, and creativity, through solving problems. To develop an understanding of the composition and operation of the material universe and an appreciation of the greater environment. To prepare students for further studies in science.

**Content:** A comprehensive introduction to properties of solids, liquids, and gases, properties of solutions, thermochemistry, reaction kinetics, chemical equilibria, metal complexes.

**Taught:** Spring.

**Prerequisites:** CHM 101.

**Credit:** 4 hours (3 hours lecture and 3 hours lab per week).

#### **CHM 221, 222: Organic Chemistry I and II.**

**Goal:** To examine the structure and the physical and chemical properties of carbon-based compounds and their derivatives. To understand mechanisms of organic reactions. To encourage critical thinking, logical derivation, and creativity, using organic synthesis as a vehicle. To apply laboratory techniques used in determining structures of organic

molecules.

**Content:** An introduction to the chemistry of carbon compounds including their structures, physical and spectral properties, chemical reactivity, and synthesis. Laboratory work includes the isolation, purification, and identification used in determination of structures of organic molecules, as well as determination of physical and spectral properties.

**Taught:** CHM 221, Fall; CHM 222, Spring.

**Prerequisites:** CHM 102; CHM 221 for CHM 222.

**Credit:** 4 hours.

#### **CHM 240: Quantitative Analysis.**

**Goal:** To expand the study of ionic equilibria involved in acid-base, oxidation-reduction, precipitation, and complexometric reactions. To apply equilibrium principles and stoichiometry to modern analytical volumetric and gravimetric analyses. To develop statistical methods of analyzing and comparing analytical results.

**Content:** A study of analytical chemistry determinations which rely on gravimetric and volumetric analysis. Laboratory work includes hands-on experience with classical analytical techniques used in these determinations.

**Taught:** Spring. Alternate years.

**Prerequisite:** CHM 102 as co- or prerequisite.

**Credit:** 4 hours.

#### **CHM 318: Biochemistry.**

**Goal:** To survey the structure, function, and metabolism of the basic classes of organic molecules. To interrelate the various metabolic pathways into a unified concept of metabolism at the organismal level.

**Content:** Protein, carbohydrate, lipid and nucleic acid structure and synthesis; the metabolic pathways in which these four classes of molecules participate.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112, CHM 101, 102, and 221 or permission of the instructor.

**Credit:** 3 hours; cross-listed as BIO 318.

#### **CHM 320: Inorganic Chemistry.**

**Goal:** To systematically examine the properties and reactions of inorganic compounds with an emphasis on structure and bonding and metal complexes. To read and understand current literature of inorganic chemistry.

**Content:** Structure, properties, and reactions of inorganic compounds with emphasis on main-group and transition elements are included.

**Taught:** Fall. Alternate years.

**Prerequisite:** CHM 102

**Credit:** 4 hours.

#### **CHM 325: Forensic Chemistry.**

**Goal:** To build upon fundamental chemical principles by applying critical thinking skills to forensic analyses of minute sample sizes similar to those typically found as trace evidence at crime scenes. To understand the methods and challenges associated with forensic science from a chemical perspective.

**Content:** This course is designed to introduce students to the role modern chemistry plays in crime laboratories through analyses of samples for substances including, but not limited to, illicit drugs, gun-powder residue, paint, and heavy metals. Laboratory exercises focus on challenges associated with sample preparation in forensic analyses as well as the scrutiny with which laboratory results of this nature are usually subjected when they enter the legal system. Students gather qualitative as well as quantitative data as they gain hands-on experience with instrumental laboratory tools including chromatographic and spectrometric techniques.

**Taught:** Spring. Alternate years.

**Prerequisite:** CHM 101.

**Credit:** 4 hours, cross-listed as FSC 325.

#### **CHM 361: Thermodynamics.**

**Goal:** To examine the principles of chemical thermodynamics and their applications to phase and reaction equilibrium.

**Content:** An in-depth study of the first, second, and third laws of thermodynamics, and their application to physical systems at equilibrium.

**Taught:** Fall

**Prerequisite:** CHM 102, PHY 122 (or 116), and MAT 206.

**Credit:** 3 hours, cross-listed as PHY 361.



**CHM 362: Quantum Chemistry.**

**Goal:** To examine the principles of quantum mechanics and their use in determining and describing molecular energies, spectra, and bonding.

**Content:** An in-depth analysis of chemical bonding, molecular energies and mechanics, and electromagnetic properties of molecules. An introduction to modern physical chemistry laboratory methods.

**Taught:** Spring, alternate years.

**Prerequisite:** CHM 102 and CHM361, PHY 122 (or 116), and MAT 206; or permission of instructor.

**Credit:** 4 hours, cross-listed as PHY 362.

**CHM 396: Special Topics in Chemistry.**

**Goal:** To provide an opportunity to explore a topic not normally offered in the chemistry curriculum. To update students about new developments in chemistry.

**Content:** An in-depth examination of a special area of chemistry. Topics vary.

**Taught:** Offered occasionally.

**Prerequisite:** CHM 102.

**Credit:** 3 or 4 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**CHM 412: Research Experience in Chemistry.**

**Goal:** To provide a research experience in which students conduct original research and make connections between chemistry and other disciplines.

**Content:** Students will apply knowledge and skills learned in previous chemistry classes to the world around them and make connections to other disciplines within the liberal arts. In addition, they will learn basic methods and techniques of research and apply these to conduct an original research project of their own. In order to understand the basis for and context of their projects, students will read and interpret related scholarly work. Further, students' exposure to the scientific literature will provide the foundation for their development of skills required for communicating in manners consistent with norms of professional communication in chemistry. Students will present their findings in both written and oral forms.

**Taught:** Fall.

**Prerequisite:** 12 hours in Chemistry

**Credit:** 4 hours.

**CHM 451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

**Content:** Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Some emphasis on research methods.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisite:** Permission of program director.

**Credit:** 1-6 hours.

**CHM 452/199: Field Study.**

**Goal:** To afford actual experience in a professional chemical laboratory or in industrial chemistry.

**Content:** Applied areas in chemistry or chemical employment. May be elected for internship credit. The student submits a brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

**Taught:** Offered occasionally.

**Prerequisites:** CHM 221; permission of advisor, program director, faculty sponsor, and the Director of Career Development.

**Credit:** 1-12 hours.

**CHM 499: Honors Thesis.** Fee Required.

## Chinese

This introductory sequence of courses offers students beginning steps into the language, which may be followed by study abroad, teaching English, or business endeavors in China. The four courses count towards a minor in Asian Studies. Students will be able to practice their new language skills with Chinese friends on campus and enhance their multicultural experience at Wesleyan.

### Chinese (CHN) Course Descriptions

#### **CHN 101, 102: Elementary Chinese I, II.**

**Goal:** To teach students to speak, understand, read, and write Mandarin Chinese.

**Content:** This course will introduce students to spoken Mandarin Chinese and to the Pinyin written form as well as to the culture of China.

**Taught:** CHN 101, Fall; CHN 102, Spring.

**Prerequisite:** None for CHN 101; CHN 101 or equivalent for CHN 102.

**Credit:** 3; 3 hours. (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement.)

#### **CHN 211: Intermediate Chinese I.**

**Goal:** To improve and develop speaking, reading, and writing in Chinese through dialogs, magazine articles, and literary selections.

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

**Taught:** Fall

**Prerequisite:** CHN 102 or equivalent

**Credit:** 3 hours

#### **CHN 212: Intermediate Chinese II.**

**Goal:** To improve and develop speaking, reading, and writing in Chinese through dialogs, magazine articles, and literary selections.

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

**Taught:** Spring

**Prerequisite:** CHN 211 or equivalent

**Credit:** 3 hours

## Communication

Communication scholarship seeks to understand the ways human beings use constructions such as texts, technology, relationships, and institutions to create meaning, share knowledge, develop power dynamics, and forge our understandings of reality. Our approach is to develop analytical, critical, and creative abilities in students within the context of the larger social, historical, and cultural dynamics that shape and influence collective human norms, values, and practices.

The minor emphasizes communication theory and criticism. While a few courses do deal with communication skills, for the most part communication is not a skills-based discipline, but a discipline that focuses on the study of how human beings use symbols of various types (language, sounds, images, etc.) to create and share meaning in the process of the social construction of reality. Therefore, the communication minor focuses on theoretical, critical, and cultural studies of human symbolic practices in various contexts such as rhetorical studies, media and film studies, intercultural communication, and gender studies. Students pursuing a minor in communication will acquire a broad and deep understanding of communication theory, the ability to engage in informed criticism and analysis of communication acts and artifacts, develop critical thinking skills, and learn to practice effective communication. Students will study communication in multiple contexts and become effective evaluators of oral, written, and mediated texts.

**Minor Program.** The department offers an 18 hour minor designed to supplement a variety of major fields of study across the liberal arts.

### Student Learning Outcomes

Upon completing this program, a student will:

1. appreciate differences of communicative norms, performances, and expectations in a variety of cultural situations & texts.
2. be confident in their public speaking ability.
3. understand symbol creation, meaning, and use in the process of the social construction of reality and cultural practices and dynamics.
4. learn how to successfully engage in the scholarship of the communication discipline at a scholarly level.
5. be able use a theoretical lens to critically analyze an issue, process, or text in communication.

**Minor Requirements: Communication.** 18 semester hours are required for a minor in communication, distributed as follows:

- Required courses (9 hours):
  - COM 202 Public Speaking 3 hours
  - *One course from the following:*
    - COM 214 Relational Communication 3 hours
    - COM 215 Introduction to Media Studies 3 hours
    - COM 216 Intercultural Communication 3 hours
  - *One course from the following:*
    - COM 305 Mediating Genders 3 hours
    - COM 338 Identity, Power, & Culture 3 hours
    - COM 340 Persuasion 3 hours
    - COM 355 Seminar in Cultural Texts 3 hours
- Electives (9 hours):

*3 hours must be in COM*  
*3 hours must be at the 300 level*

  - COM 214 Relational Communication 3 hours
  - COM 215 Introduction to Media Studies 3 hours
  - COM 216 Intercultural Communication 3 hours
  - POL 222 Comparative Politics 3 hours
  - PHI 224 Logic 3 hours
  - POL 230 International Relations 3 hours
  - PSY 235 Nature & Manifestation of Prejudice 3 hours
  - HUM 250 Technology & Society 3 hours
  - WGS 250 Global Feminisms 3 hours
  - ENG 300 Literature & Film 3 hours
  - ENG 302 Digital Culture 3 hours
  - COM/WGS 305 Mediating Genders 3 hours
  - PHI/REL 309 Modernism to Postmodernism 3 hours
  - COM/WGS 338 Identity, Power, & Culture 3 hours
  - COM 340 Persuasion 3 hours
  - COM 355 Seminar in Cultural Texts 3 hours
  - COM 396 Special Topics 3 hours
  - COM 451 Independent Study 3 hours
  - COM 199 or 452 Internship 1–3 hours

### Communication (COM) Course Descriptions

#### **COM 202: Public Speaking.**

**Goal:** To provide students with the theory and practice of public address through a wide variety of experiences.

**Content:** Study of the principles of speaking from classical rhetoric to modern, cultural perspectives. Application of the principles and strategies for informative and persuasive processes and special-occasion events. Critical understandings and practice of evaluative analysis of presentations and ethics in speech situations.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Developing; Speaking Competency (HUM).

**Credit:** 3 hours.

**COM 214: Relational Communication.**

**Goal:** To explore and analyze diverse, strategic communication choices, and how they impact our self-concept, personal style, and effectiveness in a variety of situations.

**Content:** This course will focus on intrapersonal & interpersonal theories of self & relationships. It will center on personal identity & communicative style in a variety of situations such as friendship, family, romantic, group, & work contexts. Theoretical analysis will focus on relational development & dynamics, strategic choices & effectiveness, perceptions by & negotiation with others, intercultural differences, & the impact & use of in person & mediated networks.

**Taught:** Alternate years.

**Gen. Ed. Category:** Exploring; Individuals & Communities (HUM).

**Credit:** 3 hours.

**COM 215: Introduction to Media Studies.**

**Goal:** To introduce students to the major theoretical, critical, and methodological approaches to media studies.

**Content:** Readings, discussion, and analysis of media texts and artifacts. Understanding the impact and influence of media in our lives as individuals, in society, and as a major cultural institution. Critical methodologies studied will include semiotics, structuralism and poststructuralism, cultural studies, ideological criticism, Marxist analysis, psychoanalytic criticism, sociological analysis, and feminist criticism.

**Taught:** Alternate years.

**Gen. Ed. Category:** Exploring; Individuals & Communities (HUM).

**Credit:** 3 hours.

**COM 216: Intercultural Communication.**

**Goal:** To understand the similarities and differences in cultures' communication understandings, performances, and privileging.

**Content:** Focus on the social construction of positionality, power dynamics, and expectations of cultural identity: race, ethnicity, nationality, religion, social economic status, sex, gender, sexuality, (dis)ability, age, etc. Explore the transitioning, negotiating, and managing in the process of intercultural communication in relationships, groups, societies, media, and institutions.

**Taught:** Alternate Years.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World (HUM).

**Credit:** 3 hours.

**HUM 250: Technology & Society.**

**Goal:** To explore and analyze how technology is used and influences a culture. Topics may vary.

**Content:** Representational topics include social media, video gaming, religion and technology, media use/texts in a particular country, digital communities, etc. Students may take up to 6 credit hours if topics vary.

**Taught:** Offered occasionally.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse and Interdependent World (HUM).

**Credit:** 3 hours.

**COM 305: Mediating Genders.**

**Goal:** To analyze mediated representations of gender from critical cultural and feminist theoretical perspectives.

**Content:** An advanced focus on media representations, this course will take an intersectional approach to understand the cross-influence & perception of gender expectations that intersect with other identities. Topics would include representations of race, queer identities, ages, (dis)abilities, nationalities, etc., violence in the media, stereotypes & tropes, etc. in a variety of media platforms.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (HUM).

**Credit:** 3 hours; cross-listed as WGS 305.

**COM 338: Identity, Power, & Culture.**

**Goal:** To analyze societal position, ideology and dynamics from critical cultural and feminist theoretical perspectives.

**Content:** This course will focus on cultural, rhetorical discourses in the United States with a feminist, intersectional approach. Working through contemporary conversations & controversies with an eye to past positionality & knowledge

creation, topics will include critical theory, the social construction of reality, race, class, queer, & citizen/immigrant identities as historical sites of oppression, & US ideology, narratives, & social change.

**Taught:** Alternate years.

**Prerequisites:** COM 214, COM 215, COM 216, WGS 200, or WGS 250. Or permission of instructor.

**Credit:** 3 hours; cross-listed as WGS 338.

**COM 340: Persuasion.**

**Goal:** To study the processes of persuasion and identification surrounding source, message, and audience through rhetorical and psychological lenses.

**Content:** Deconstruction of the strategies and choices available in communication situations in relational, societal, and textual contexts to become cognizant and ethical in our own (ab)use of persuasion. Intensive analysis and reconstruction of advertising, political, and social movements campaigns through a persuasive theoretical lens.

**Taught:** Alternate years.

**Prerequisite:** COM 103, COM 202, COM 214, COM 215, or COM 216 or permission of instructor.

**Credit:** 3 hours.

**COM 355: Seminar in Cultural Texts.**

**Goal:** To study a topic in communication focused on cultural texts. Topics will vary.

**Content:** Representative topics might include rhetorical criticism, reality television, social media, female action heroes in film, the cultural history of American popular music, media portrayals of sexuality, feminist rhetoricians, or the study of a rhetorical scholar or school of thought. Can be taken for up to 6 credits if different topics.

**Taught:** Offered occasionally.

**Prerequisite:** One COM course or permission of instructor.

**Credit:** 3 hours.

**COM 396: Special Topics in Communication.**

**Goal:** To offer courses on a communication topic not available in the curriculum.

**Content:** Dependent upon the subject matter.

**Taught:** Offered occasionally.

**Prerequisite:** One COM course or permission of instructor.

**Credit:** 3 hours.

**COM 402: Senior Seminar in Communication.**

**Goal:** To provide a capstone course in which students will develop a senior integrative project. To enable communication majors to apply their accumulated knowledge of communication and engage in critical analysis of a communication topic.

**Content:** Development of a comprehensive paper, portfolio, or project. All students will meet regularly as a group with communication faculty to assess, discuss, and critique their projects. Students will give an oral presentation of their projects at the end of the semester.

**Taught:** Annually.

**Prerequisite:** Senior status as declared communication major or permission of instructor.

**Credit:** 3 hours.

**COM 451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic in communication of special interest.

**Content:** Directed independent work of a on a topic in communication.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisite:** Permission of program director.

**Credit:** 1-6 hours.

**COM 452/199: Field Study.**

**Goal:** To provide the student with intensive work experience in the field of communication.

**Content:** Observation and participation in the work of communication professionals.

**Taught:** Offered occasionally.

**Prerequisites:** Permission of advisor, program director, faculty sponsor, and the Director of Career Development.

**Credit:** 1-12 hours.

**COM 499: Honors Thesis.** (Fee required).

## Computer Science

Technology enhances student learning in a broad variety of disciplines at Wesleyan College. The college offers computer science courses to enhance other programs including mathematics, chemistry, physics, biology, business, art, and dual degree engineering. Wesleyan College does not offer a major or a minor in computer science.

### Computer Science (CSC) Course Descriptions

#### **CSC 120: Web Programming.**

**Goal:** To introduce the fundamentals of programming for the web and allow students to use technology as a medium for creativity and expression.

**Content:** JavaScript, Html, CSS, network principles, client-server model, server-side programming, contemporary tools for hosting and design.

**Taught:** Fall.

**Prerequisite:** MAT 150 or instructor approval.

**Credit:** 3 hours.

#### **CSC 216: Programming I.**

**Goal:** To introduce students to the fundamental concepts of programming and to apply these concepts to solving a variety of problems.

**Content:** Essentials of algorithm design and problem solving with a strong programming component. Software development including program specifications, design, coding, debugging, testing, and documentation.

**Taught:** Fall.

**Prerequisite:** MAT 130 or equivalent.

**Credit:** 3 hours.

#### **CSC 218: Programming II.**

**Goal:** To continue the study of fundamental concepts of programming applied to problem solving and to introduce students to the major data structures and their use in computer science.

**Content:** Recursion and iteration, major data structures, including arrays, records, stacks, queues, and lists, and classical computer science algorithms, including searching, sorting, and pattern matching.

**Taught:** Spring.

**Prerequisite:** CSC 216.

**Credit:** 3 hours.

#### **CSC 396: Special Topics in Computer Science.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues in accounting that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

#### **CSC 452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of computer science.

**Content:** Observation and participation in the work of accounting professionals.

**Taught:** As needed.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

#### **CSC 499: Honors Thesis.** (Fee required).

## Digital Marketing

Businesses big and small, in every corner of the world, and selling any and every type of product rely on digital marketing to reach their consumers. Today's digitally connected world allows us to connect with friends all around the world, video chat with family in other time zones and read about any interest we may have without leaving the comforts of home. For businesses in every industry producing any number of items, this means it is harder than ever to reach their target audience.

The digital marketing minor will provide the student with baseline marketing skills so they understand the language of business, and to help them land internships and jobs. It is designed to give the student a competitive advantage with the skills needed to compete in the fast-changing business world where most companies are using technology to reach their consumers. This competitive advantage gained by digital marketing skills will help enable the student to hit the ground running in their chosen profession.

*\* Digital marketing is also offered as a concentration for business administration majors; please see the [Business Administration](#) page of the course catalogue for additional details.*

### **Required Courses (18 hours)**

*Each course listed is 3 hours.*

ART 225: Graphic Design

BUS 303: Principles of Marketing

BUS 336: Social Media Marketing

BUS 337: Email Marketing

BUS 338: Digital Marketing Analytics

BUS 339: Viral and Organic Growth

## Economics

### **Economics Program Overview**

Many of the world's most pressing problems - unemployment, inflation, poverty, inequality, discrimination, underdevelopment, environmental destruction - are economic in nature. Economics equips students with basic knowledge and analytical skills to help them see the real world through the eyes of an economist, and enable them to explain and solve real world problems.

The Department of Business & Economics sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. A lecture series offers topical special lectures and convocations with prominent leaders in business and government. The department also sponsors seniors majoring/minoring in business, economics, and/or related fields to present at conferences, upon the support of external student research grants.

### **Economics Minor**

A minor in economics will open students' eyes to domestic and international issues, equipping them with the necessary analytical tools to understand contemporary economic issues and take reasoned positions in debates about economic and social policy. Students will be in a position to apply these tools in a multitude of areas in their future career.

Economics is a very useful minor for students majoring in business, mathematics, and the social sciences. In particular, this minor is attractive for students preparing for business school or law school, or students who are interested in quantitative data analysis in the social sciences. Students in other areas who are interested in developing their ability to research and analyze data will also find an economics minor very attractive.

## **Student Learning Outcomes**

1. Understand major economic theories.
2. Use mathematical models to explore real-world issues.
3. Analyze data to reach conclusions about economic issues.

## **Postgraduate Opportunities**

The minor in economics serves as a sound preparation for a variety of career paths. Many students majoring in accounting, business administration, international business, mathematics etc. elect this minor to augment their major and have an edge in the marketplace. The minor in economics also provides students with an excellent background for work in not only in business fields, but also prepare students for careers in law, international relations, journalism, public policy etc., as well as for admission to graduate programs of related fields.

## **Requirements**

A minor in economics consists of a minimum of 18 credits distributed as follows, and none of which may be taken as pass/fail. Students must earn a minimum grade of C in courses taken toward the minor. No more than two of these courses may be transfer courses.

*All courses are 3 hours unless otherwise indicated.*

### **Foundation Courses (6 hours):**

ECO 102: Issues in Macroeconomics

ECO 104: Issues in Microeconomics

### **Electives (12 hours):**

(a) Select one of the following (3 hours)

ECO 202: Intermediate Macroeconomics

ECO 204: Intermediate Microeconomics

(b) Select one of the following (3 hours)

ECO 206: Economic Thought

BUS/ECO/WST 210: Women and Economic Development

(c) Select two of the following (6 hours). *Courses used for (a) and (b) may not be chosen from the above, and to fulfill this requirement, at least one course must be at the 300-level or higher.*

ECO 202: Intermediate Macroeconomics

ECO 204: Intermediate Microeconomics

ECO 206: Economic Thought

BUS/ECO/WST 210: Women and Economic Development

ECO 300: Money and Banking

ECO 302: International Trade

ECO 330: Econometrics

ECO 396: Special Topics in Economics

ECO 451: Directed Independent Study (1-9 hours)

ECO 452: Field Study (1-12 hours)

ECO 499: Honors Thesis

## **Economic (ECO) Course Descriptions**

### **ECO 102: Issues in Macroeconomics**

**Goal:** To acquaint students with the structural framework and principles involved in the determination of the level of aggregate economic activity: national income, output, employment, and price levels.

**Content:** Functioning of the economy from the national policy perspective through the study of national income and output, interest rates, money supply, price level, federal budget deficits, and international trade deficits.

**Taught:** Fall, Spring

**Prerequisite:** MAT 130 or higher

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (PS)

**Credit:** 3 hours



**ECO 104: Issues in Microeconomics**

**Goal:** To acquaint students with theory relating to decision-making by consumers and firms in product markets.

**Content:** Study of choice in the face of scarce resources; the analysis of the consumer trying to maximize satisfaction and of the firm trying to maximize profits under varying market structures.

**Taught:** Fall, Spring

**Prerequisite:** MAT 130 or higher

**Gen. Ed. Category:** Exploring; Individuals & Communities; (PS)

**Credit:** 3 hours

**ECO 202: Intermediate Macroeconomic Theory**

**Goal:** To examine the economy-wide consequences of the choices we make, individually and collectively. A defining feature of macroeconomic events is interaction and interdependence, reflecting the linkages among decision-makers and among various segments of the economy that extend even to events and policies taking place in distant parts of the world.

**Content:** This course is a continuation of the study of the structural framework and principles involved in the determination of the level of aggregate economic activity. Primary emphasis is placed upon the development of models which explain the behavior of national income, output, employment, price levels and interest rates.

**Taught:** Alternate years

**Prerequisites:** ECO 102, ECO 104, and MAT 205

**Credit:** 3 hours

**ECO 204: Intermediate Microeconomic Theory**

**Goal:** To explore in greater detail the incentives which determine individual and firm behavior. We will do this by practicing the application of the microeconomic way of thinking. Introductory courses rely primarily on intuition and logic as the basis for theory; Intermediate courses develop theory from a more mathematical perspective.

**Content:** This course is a continuation of the study of the nature of decision making in markets. Primary emphasis is placed upon the development of models which explain the behavior of consumers and producers, the importance of market structures, and the appropriate role of the government.

**Taught:** Alternate years

**Prerequisites:** ECO 102, ECO 104, and MAT 205

**Credit:** 3 hours

**ECO 206: Economic Thought**

**Goal:** To familiarize students with the historical and philosophical foundations of economic thought.

**Content:** Students will study ethical and logistical roots of economic thought and their impact on the economic theory developed by Smith, Ricardo, Mill, Marx, Hayek and Keynes. The course will also explore the various concepts of freedom, and the extent to which capitalist and socialist economies satisfy these definitions of freedom.

**Taught:** Annually

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (PS)

**Credit:** 3 hours

**ECO 210: Women and Economic Development**

**Goal:** To study the impact of economic change on women by analyzing how age, sex and race hierarchies modify changes in women's roles in different societies of Asia, Africa and Latin America.

**Content:** This course focuses on the effects of economic growth on the socioeconomic status of women. Most importantly, students will study the means by which patriarchy has persisted in various parts of Africa, Asia, and Latin America by redefining itself, even as economies have modernized.

**Taught:** Annually

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences; (PS)

**Cross-listed as:** BUS 210 and WST 210

**Credit:** 3 hours

**ECO 300: Money and Banking**

**Goal:** To analyze and understand the rapidly changing financial market, emphasizing the role of money and banking institutions in the economic system.

**Content:** Analysis of money in the economic organization, monetary theory, methods of stabilizing the price level, theories of bank deposits, discount policy, and the regulation of credit by central banks and interest rates.

**Taught:** Annually

**Prerequisites:** ECO 102 and 104

**Credit:** 3 hours

**ECO 302: International Trade**

**Goal:** To study the theory of international trade with special emphasis on the gains from trade, the terms of trade, the balance of payments, foreign exchange rates, and international monetary systems.

**Content:** Examination of international economics from the standpoint of theory, with a special emphasis on several current topics: the growing economic strength of the Pacific Rim, Europe, and the rapidly changing economics of Eastern Europe and the former Soviet Union.

**Taught:** Alternate years

**Prerequisites:** ECO 102 and ECO 104

**Credit:** 3 hours

**ECO 330: Econometrics**

**Goal:** This course provides an introduction to methods of quantitative analysis of economic data.

**Content:** This course reviews basic statistical methods and probability distributions. Topics include data management using professional statistical software applications, multiple regression analysis, hypothesis testing under conditions of multicollinearity, heteroscedasticity, and serial correlation.

**Taught:** Alternate years

**Prerequisites:** ECO 102, ECO 104, and MAT 220

**Credit:** 3 hours

**ECO 396: Special Topics in Economics**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the curriculum.

**Content:** Examination of special topics, problems, or issues in economics that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally

**Prerequisite:** Dependent on topic

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**ECO 451: Directed Independent Study**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in economics selected in consultation with the instructor.

**Content:** Varies

**Prerequisites:** Adequate coursework, as determined by the Department of Business and Economics, and permission of the faculty advisor

**Credit:** 1-9 hours

**ECO 452/199: Field Study**

**Goal:** To provide the student with intensive, specialized work experience in the area of economics.

**Content:** Observation and participation in the work of economics professionals.

**Prerequisites:** Adequate coursework, as determined by the Department of Business and Economics, and permission of the faculty advisor

**Credit:** 1-12 hours

**ECO 499: Honors Thesis (Fee required)**

**Prerequisites:** Adequate coursework, as determined by the Department of Business and Economics, and permission of the faculty advisor

# Education

## Elementary Education

### The Conceptual Framework

The Wesleyan College Teacher Education Preparation Program's Conceptual Framework articulates the unit's vision of a diverse and multicultural global society, in which students must be able to confront the challenges of an ever changing, demanding, and information-rich technological world. Furthermore, the Conceptual Framework guides the curriculum for the department's mission of educating exemplary teachers, who are committed to the highest levels of teaching and student learning, intellectual growth, and the continued development of their expertise. These exemplary teachers internalize the ideals of a liberal arts education, demonstrate professional knowledge in the classroom, and demonstrate a deep understanding of the intricacies and ramifications of evaluation.

This unit's theme is "Educating Exemplary Teachers." The three foundational elements of liberal arts education, professional knowledge, and evaluation are integral to the development and sustainment of exemplary teachers.

These three elements are demonstrated by proficiencies that represent the crucial knowledge, skills, and dispositions of exemplary teachers. The proficiencies operationalize the three elements. These proficiencies are on a developmental continuum beginning with emerging status when the candidates start their field experiences and concluding with exemplary status when they complete their student teaching. The knowledge (K), skills (S), and dispositions (D) reflecting the expected proficiencies at the initial and advanced levels are shown below:

### I. Liberal Arts Education

It is the experience of the Teacher Education Program that all teachers who possess the critical and intellectual skills that a liberal arts education affords have much to offer the teaching profession. This is because a liberal arts education first and foremost educates one for life. The liberal arts education provided at Wesleyan produces teachers who have a broad-base of knowledge, and they are self-directed, confident, diligent, and reflective about what they do.

#### Liberal Arts Education (Proficiencies):

I-1a. The candidate possesses knowledge in fine arts, science, mathematics, social studies, and humanities. (K)

I-1b. The candidate applies content knowledge across the curriculum by making curricular decisions based on best practices (e.g., critical thinking, problem-solving, innovation) and students' learning needs. (S)

I-1c. The candidate values intellectual independence (critical thinking, problem-solving, innovation) across the curriculum for all students. (D)

I-2a. The candidate understands the implications of constructivism in the classroom as it pertains to the students' creating their own meaning and their need to interact in a positive learning community. (K)

I-2b. The candidate creates a positive learning community that bolsters the tenets of constructivism by encouraging student interaction and participation in purposeful activities. (S)

I-2c. The candidate believes that a positive constructivist learning community plays a critical role in student active engagement, freedom to think divergently, attitude toward learning, and participation in learning activities. (D)

### II. Professional Knowledge

"A person cannot teach what he or she does not know" (Danielson, 1996, p. 62). The National Board for Professional Teaching Standards (NBPTS) contends that "accomplished teachers have a rich understanding of the subjects they teach and appreciate how knowledge in their subject is created, organized, linked to each other disciplines and applied to real-world settings" (p. 3). Wesleyan College's candidates are those who attain a high degree of competence in the knowledge

and skills necessary to lead a classroom of students. In addition to professional knowledge, exemplary teachers must possess interpersonal knowledge (i.e., human interactions and caring relationships). While Wesleyan College's candidates recognize the importance of professional knowledge, they recognize the preeminence of human relationships in teaching. Exemplary teachers must possess interpersonal knowledge (i.e., human interactions and caring relationships).

Wesleyan's professors make the connection between the academic subjects and caring. The professors in the teacher education program and other departments at Wesleyan strive to impart this sense of caring in all the classes by requiring candidates to participate in service initiatives. Their choices of service projects often include the students with whom they work. The candidates learn about other cultures and the plight of various people as they study history and sociology. The candidates begin to inculcate this sense of caring in some of their methods courses as they observe in special education classrooms and complete case studies. By the time the candidates graduate, their commitment to service is established in their psyche and they understand that service to their community is an exemplar of caring. They have an understanding that a caring disposition is important in building positive relationships with their students and impacting students' academic achievement.

A critical facet of caring is appreciating diversity. In Wesleyan's teacher education program, diversity is used in its broadest sense, including not only race, ethnicity, sexual preference and gender, but also cognitive and developmental differences. "Difference" is the operative word since many exceptionalities can be viewed largely as a matter of differences, rather than deficits.

### **Professional Knowledge (Proficiencies):**

II-3a. The candidate understands best practices, various learning theories, subject matter, curriculum development, and learner development necessary to make informed decisions about curriculum and instructional strategies. (K)

II-3b. The candidate develops lesson plans and units that demonstrate the use of a variety of instructional methods, resources, and technology based on knowledge of learner development. (S)

II-3c. The candidate appreciates the impact of learner development (physical, social, emotional, and cognitive) on instructional decisions. (D)

II-4a. The candidate understands the broad range of diversity (race, ethnicity, gender, sexual orientation, cognitive, skills, talents, interests, background, developmental). (K)

II-4b. The candidate structures the classroom and curriculum to meet the learning needs of diverse learners. (S)

II-4c. The candidate appreciates and shows respect for diversity by acknowledging the flexibility and fluidity of curricular decisions based on students' diverse learning needs. (D)

II-5a. The candidate understands how to create a viable classroom management plan. (K)

II-5b. The candidate creates a positive classroom environment by implementing an effective classroom management plan. (S)

II-5c. The candidate realizes the impact of a positive classroom environment in fostering a climate of teaching and learning. (D)

II-6a. The candidate understands effective methods of building and nurturing interpersonal relationships in the classroom. (K)

II-6b. The candidate builds effective interpersonal relationships in the classroom. (S)

II-6c. The candidate believes that building caring relationships with students is critical to a lifetime of learning. (D)

### III. Evaluation (Self and P-12 Student)

Reflecting as an active process requires teachers to examine their past and present practices and use the analyses of these practices to make decisions about future practices. The real reason effective teachers monitor and reflect on their teaching is to become better teachers, thereby making a positive difference in their students' lives (Stronge, 2002).

Wesleyan's candidates understand that exemplary teachers must carefully choose multiple ways in which they assess their students, whether the assessment is for a grade or for diagnostic reasons. Wesleyan's constructivist-based principles compel candidates to learn to use forms of assessment that are authentic and measure the depth and breadth of learning. They also learn about standardized tests and the purposes of these tests in the learning process.

#### Evaluation (Proficiencies):

III-7a. The candidate understands various types of student assessments. (K)

III-7b. The candidate uses a variety of formal and informal assessments to inform instructional decisions. (S)

III-7c. The candidate believes that it is necessary to use a variety of assessments in order to make prudent instructional decisions. (D)

III-8a. The candidate knows a variety of self-assessment strategies for reflecting on his/her practices and the impact of these practices on student learning. (K)

III-8b. The candidate refines and revises professional and/or pedagogical behaviors based on reflections. (S)

III-8c. The candidate recognizes that reflections can provide the impetus for revising and refining professional and pedagogical practices. (D)

Sources: Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. (1st ed.). Alexandria, VA: ASCD.

Stronge, J. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

**Teacher Education Program.** Wesleyan College's elementary education program prepares women to teach in grades Kindergarten through Grade 5. The following teacher education program is approved by the Georgia Professional Standards Commission with the numbers in parentheses representing the typical grade levels for which teacher certification can be obtained:

#### Elementary Education (K-5)

Teacher Education at Wesleyan College is the responsibility of the College-wide Teacher Education Committee. This Committee's responsibilities include, but are not limited to, the approval or disapproval of all teaching field programs submitted by the departments, admission of students to teacher education programs, admission of students to student teaching, and recommendation of students for graduation.

**Teacher Certification.** Initial teacher certification may be obtained as a part of the student's regular four-year program. Course work is approved and designed to meet standards for certification in Georgia. In addition to a four-year degree from an approved college program, the Professional Standards Commission of the Georgia State Department of Education requires that applicants successfully complete Georgia Assessment for the Certification of Educators (GACE) Admission Assessment, an assessment of competency in reading, writing, and mathematics, and GACE Content Assessment, an assessment tool measuring content area knowledge. Completion of the EdTPA portfolio is also a requirement to obtain a teaching certificate.

**Post-Baccalaureate Status.** Those individuals interested in teacher certification who have already earned a bachelor's degree can complete certification requirements within approved programs at Wesleyan. They should consult with the appropriate faculty member in the Education Department.

**Teacher Candidate Preparation.** Candidates preparing to work in schools as teachers must demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to have a positive impact on student learning. Candidates demonstrate the acquisition of these proficiencies (content, pedagogical, and professional knowledge, skill, and dispositions) by progressing through three transition points: Admission to Teacher Education, Admission to Clinical Practice (Student Teaching), and Exiting from Clinical Practice (Student Teaching). They are required to complete an electronic portfolio at each transition point. In order to complete the required experiences and labs associated with this program, all students should have consistent and reliable access to transportation.

**Portfolios.** Portfolios, a collection of education artifacts, provide insight into the candidate's development and into the effectiveness of the education program. Candidates begin collecting artifacts for Portfolio I in the first education course (EDU 201-e.g., philosophy paper). As these artifacts are collected, they should be placed into the candidate's electronic portfolio. The candidate is expected to

- 1) submit Portfolio I to the education department as part of the requirements for admission to the lab courses,
- 2) submit Portfolio II to the education department as part of the requirements for admission to student teaching, and
- 3) submit Portfolio III to the education department as part of the requirements for exiting student teaching and for graduation.

Each student who desires certification in education must apply for admission to the Teacher Education Program. Application for admission to the Teacher Education Program may be made upon completion of EDU 201, EDU 290, EDS 114, and four general education courses as follows:

- 1) One Fine Arts
- 2) One Humanities, Social & Behavioral Sciences, or Professional Studies,
- 3) One Mathematics, and
- 4) One Laboratory Science

Courses must be completed with a grade of C or better.

Admission to the College does not constitute admission to the Teacher Education Program. Final acceptance is dependent upon approval by the Teacher Education Committee. After acceptance into the Teacher Education Program, a student must maintain a Wesleyan grade point average of 2.50 in order to continue taking education courses, in order to be admitted to student teaching, and in order to graduate with a major in elementary education. Students must earn a grade of C or better in all professional education courses and teaching field courses. Candidates must take the following courses before being admitted into the Teacher Education Program: EDU 201, 219, 220.

Any student who is not enrolled at Wesleyan College for more than two semesters after acceptance into the Teacher Education Program must reapply to the program.

The following requirements must be met before a student may be considered for admission to the Teacher Education Program by the Teacher Education Committee:

#### **I. Checkpoint #1: Program Entry Checklist.**

Item		What to do...	Proof
1	Complete the Declaration of Major Form	You can do this on your own by dropping by our office suite or as a part of a major exploration event on campus.	The form needs to be delivered and/or emailed to Mariana Furlin or Dr. Wilcox so that a file can be started for you!

2	Ring the Bell/ Get a pic	Once you deliver your Declaration form you need to come in and ring our school bell indicating you're starting this journey. You'll ring this bell again at the end of your journey! Also...pose for a picture in front of our "I Declare" area.	The picture will go up on our bulletin board!
3	Information Sheet	You need to fill out the personal information sheet and give it directly to Dr. Wilcox.	The sheet has been given to Dr. Wilcox, which initiates your entry into the Georgia Professional Website.
4	Claim your enrollment in MyPSC once you receive an email to do so	Claim Wesleyan's program under the Program tab by selecting program provider and using your Wesleyan Student ID. If you receive an error message, contact GaPSC immediately.	You should get a confirmation email. Forward this to Mariana Furlin.
5	Proof of Basic Skills	<p>Provide proof of Qualifying SAT, ACT, or GRE scores:</p> <ul style="list-style-type: none"> <li>• SAT® Score Reports dated on or after 7/1/19</li> </ul> <p>1080 on Evidence based Reading/Writing AND Math</p> <ul style="list-style-type: none"> <li>• For SAT® Score Reports dated prior to 7/1/19</li> </ul> <p>1000 on Verbal/Critical Reading, and Math</p> <p>OR 1000 on Evidence based Reading/Writing and Math</p> <ul style="list-style-type: none"> <li>• ACT- 43 combined on English and Math</li> <li>• GRE- 297 combined on verbal and quantitative</li> </ul> <p>OR take and pass the GACE program Admissions test:</p> <ul style="list-style-type: none"> <li>• Go to this website: <a href="https://mypsc.gapsc.org/Register.aspx">https://mypsc.gapsc.org/Register.aspx</a></li> <li>• Set up your account</li> <li>• Register and take the Program Admissions test #710 (combined tests I, II, &amp; III)</li> <li>• <u>Do this as soon as possible!</u></li> </ul>	<p>Get a copy of your ACT/SAT scores showing exemption to Mariana Furlin OR</p> <p>Provide scores of the GACE program entry assessment passing scores on two out of three of the basic skills test.</p>
6	Create your MyPSC account	If you didn't have to take the GACE in the previous step then you must complete your PSC registration now...if you did have to take the GACE in the previous step, you	You'll get a follow up email...forward this to Mariana Furlin.

		<p>are exempt from this step.</p> <p>Go to this website</p> <p><a href="https://mypsc.gapsc.org/Register.aspx">https://mypsc.gapsc.org/Register.aspx</a></p> <p>Follow the directions to complete your registration.</p>	
7	Join Education Group	<p>Join the Education Department Information on Wesportal: Go to Campus Life on the portal, under campus groups – keyword search: Education. This will take you to the page to join.</p>	Show proof of joining to Mariana Furlin
8	Take the Educator Ethics Program Entry Assessment	<p>Under the assessment tab in MyPSC select reason #7.</p> <ul style="list-style-type: none"> <li>• In the drop down menu, select Educator Ethics-Program Entry (350) and Add Assessment to account.</li> <li>• Once Eligibility is transferred you'll get an email with the link to the test.</li> <li>• <a href="https://gat.ethics.ets.org">https://gat.ethics.ets.org</a></li> <li>• Select "Test Takers" under Registration to create an account.</li> </ul> <p><b>TAKE THE TEST</b></p>	You should get an electronic certificate. Save it as you'll need to upload it in for Checkpoint #2.
9	Complete the Process	<p>Mariana will give you the packet required. You'll need to have a picture ID with you (drivers license) to complete the process.</p> <ul style="list-style-type: none"> <li>• Pre-service Application signed &amp; dated within 90 days.</li> <li>• Signed and notarized Verification of Lawful Presence (VLP) affidavit along with supporting documents (license).</li> <li>• Electronic verification of Educator Ethics Program Entry assessment.</li> <li>• Program Admission Assessment proof (see step #5).</li> </ul>	Give the completed packet to Mariana Furlin.

## II. Checkpoint #2: Lab Entry Portfolio.



ITEMS & PROFICIENCIES (See CF Contract.)	SCORING	ADMINISTRATION
<b>Philosophy Paper and Rubric</b>  I-2a, I-2c, II-3a, II-3c	Graded by a rubric.  Rubric score of at least a 27/36 with no score of a '1'	Assigned in EDU 201  OR Entry as Transfer Student
<b>Diversity Paper and Rubric</b>  II-4a, II-4c	Graded by a rubric.  Rubric score of at least a 30/40 with no score of a '1'	Assigned in EDU 290  OR Entry as Transfer Student
<b>Georgia Educator Ethics Assessment</b>  I-2c, II-4c, II-5c, II-6c, III-8c	Graded by an online test administered by PSC & ETS.	Online test: self-administered <b>Upload Certificate</b>
<b>And the following General Elements</b>	<ul style="list-style-type: none"> <li>● Weebly.com site contains: Home page-picture, personal statement</li> <li>● Completion of current CPR Certification</li> <li>● Provide evidence of current membership in a professional organization</li> <li>● Completion of the Check Point #1 Program Entry Checklist</li> <li>● {C} or better in EDS 114, EDU 201, and EDU 290</li> <li>● Successful completion of writing proficiency or Writing 101</li> <li>● * Signed Conceptual Framework Contract</li> <li>● * Signed Ethics and Honor Form</li> <li>● * Signed Physical Demands of ECE Majors</li> <li>● Transcript Analysis: <ul style="list-style-type: none"> <li>○ 4 Seminar and Interactive General Education</li> <li>○ 1 Fine Arts</li> <li>○ 1 Humanities or Social Science (Professional Studies and Social and Behavioral Sciences)</li> <li>○ 1 Mathematics</li> <li>○ 1 Laboratory Science (Gen Ed audit sheet)</li> </ul> </li> <li>● Cumulative grade point average of 2.50 of all college work attempted</li> </ul>	

### III. Checkpoint #3: Admission to Clinical Practice (Student Teaching)

A candidate should be approved for clinical practice (student teaching) no later than the first week of November for teaching in the spring semester, or the first week of April for teaching in the fall semester.

ITEMS & PROFICIENCIES (See CF Contract.)	SCORING	ADMINISTRATION
<b>LCOI (#1)</b>  <u><b>Language Arts</b></u>  I-1b, I-1c, I-2a, I-2b  I-2c, III-7b, III-7c	Graded by a rubric.  Average rubric score of at least a 2.5	Administered by the College Supervisor and Cooperating Teacher during class observations in upper level (above 200) education courses.
<b>LCOI (#2)</b>  <u><b>Math</b></u>  I-1b, I-1c, I-2a, I-2b  I-2c, III-7b, III-7c	Graded by a rubric.  Average rubric score of at least a 2.5	Administered by the College Supervisor and Cooperating Teacher during class observations in upper level (above 200) education courses.
<b>LCOI (#3)</b>  <u><b>Science</b></u>  I-1b, I-1c, I-2a, I-2b  I-2c, III-7b, III-7c	Graded by a rubric.  Average rubric score of at least a 2.5	Administered by the College Supervisor and Cooperating Teacher during class observations in upper level (above 200) education courses.
<b>LCOI (#4)</b>  <u><b>Social Studies</b></u>  I-1b, I-1c, I-2a, I-2b  I-2c, III-7b, III-7c	Graded by a rubric.  Average rubric score of at least a 2.5	Administered by the College Supervisor and Cooperating Teacher during class observations in upper level (above 200) education courses.
<b>New Philosophy Paper</b>  I-2a, I-2c, II-3a, II-3c	Graded by a rubric.  Rubric score of at least a 30/40 with no score of a '1'	A new Philosophy Paper, <b>different</b> than in Portfolio I, showing growth as candidate
<b>Classroom Management Plan</b>  I-2c, II-4b, II-5a, II-5b, II-5c	Graded in class.  Score of at least 12/16 or 75%	Assigned in EDU 402
<b>Personal/Professional Code of Conduct</b>  I-2c, II-4c, II-5c, II-6c, III-8c	Graded by a rubric. Rubric score of at least 21/28 with no score of a '1'	Assigned in EDU 201  OR  Entry as Transfer Student

<p><b>And the following General Elements:</b></p>	<ul style="list-style-type: none"> <li>• Weebly account revised</li> <li>• Copy of current CPR certification</li> <li>• Copy of current membership in a professional educational organization</li> <li>• Signed Conceptual Framework Contract</li> <li>• Signed Ethics and Honor Form</li> <li>• Signed Physical Demands of ECE Majors</li> <li>• Transcript Analysis:</li> <li>• 4 Seminar and Interactive General Education</li> <li>• 1 Fine Arts</li> <li>• 1 Humanities or Social Science (Professional Studies and Social and Behavioral Sciences)</li> <li>• 1 Mathematics</li> <li>• 1 Laboratory Science (Gen Ed audit sheet)</li> <li>• Cumulative grade point average of 2.50 of all college work attempted.</li> <li>• Check Point #2 – Lab Entry Portfolio</li> </ul>
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Note: There is a required fee of \$300.00 for all candidates enrolled in student teaching and a \$300.00 assessment fee for all candidates enrolled in EDU 420. Candidates should contact the Business Office for fees associated with these courses.

Admission to the education program does not constitute automatic admission to clinical practice (student teaching). Each is a separate procedure. Candidates should not have outside jobs during clinical practice (student teaching). Only classes in the clinical practice (student teaching) block (EDU 420 and EDU 490) may be taken during the clinical practice (student teaching) semester. Any additional class must be approved by the Education Department before the start of the requested class.

#### IV. Checkpoint #4: Exit from Clinical Practice (Student Teaching)

ITEMS & PROFICIENCIES (See CF Contract.)	SCORING	ADMINISTRATION
Rubric score of TCOI I-1b, I-1c, I-2a, I-2b, I-2c; II-5b, II-6b; III-7b, III-7c; III-8b	Graded by a rubric.  An overall rubric score of 3  with no scores of '1'	During student teaching, you will be observed two times when the TCOI instrument will be used to evaluate your teaching. One evaluation must be observed by the College Supervisor.

Rubric score of TCOI  I-1b, I-1c, I-2a, I-2b,  I-2c; II-5b, II-6b;  III-7b, III-7c, III-8b	Graded by a rubric.  An overall rubric score of 3 with no scores of '1'	During student teaching, you will be observed two times when the TCOI instrument will be used to evaluate your teaching. One evaluation can be observed by the Cooperating Teacher.
Rubric score of Intern keys evaluation system (TKES)  I-1b, I-1c, I-2a, I-2b,  I-2c; II-5b, II-6b;  III-7b, III-7c, III-8b	Graded by a rubric.  An overall rubric score of 3 with no scores of '1'	During student teaching, you will be observed one time when the TKES instrument will be used to evaluate your teaching.
<b>Georgia Educator Ethics Assessment</b>  I-2c, II-4c, II-5c, II-6c, III-8c	<i>Program Exit Exam</i>  Graded by an online test administered by PSC & ETS.	Online test: self-administered
Proof of Completion of Check Point #3: Student Teaching Entry Portfolio	Check Point #3: Student Teaching Entry Portfolio TEC approval letter – permission to student teach	

#### IV. Check Point 5: Program Exit Checklist:

<b>1</b>	Professional Resume	You have a revised and professional resume on your Weebly site that is easily accessible and contains up to date pertinent information for any future employers.	Resume can clearly be found on your Weebly site.
<b>2</b>	Letters of Reference	You have actively sought and uploaded at least 2 or more letters of reference to your Weebly site. These letters can be from host teachers, supervisors, professors, principals, etc., anyone who can speak to your professional abilities.	At least one letter of reference has been uploaded and can be clearly located on your Weebly site.
<b>3</b>	INTASC Artifacts	Eight or more of the ten artifacts are present and very clearly represent the corresponding INTASC Principles; the justifications on the artifacts are thoroughly and clearly written and uploaded to your Weebly site.	Your 8 artifacts and corresponding justifications are easily located on your Weebly site.
<b>4</b>	Certification paperwork	Complete the following with Dr. Wilcox:  <ul style="list-style-type: none"> <li>Initial Certification Application – can be done online</li> <li>Electronic program completion verification</li> <li>Official transcripts sent to PSC (can't be done till after commencement)</li> <li>Have submitted any and all passed certification assessments.</li> </ul>	Do this in person with Dr. Wilcox before leaving campus.

5	Program Exit Ethics Exam	<p>You have taken and passed the program exit exam for Ethics.</p> <p>Under the assessment tab in MyPSC select reason #7.</p> <ul style="list-style-type: none"> <li>• In the drop down menu, select Educator Ethics-Program Exit (360) and Add Assessment to account.</li> <li>• <a href="https://gat.ethics.ets.org">https://gat.ethics.ets.org</a></li> <li>• Select “Test Takers” under Registration to create an account.</li> </ul> <p>TAKE THE TEST</p>	<p>You should get an electronic certificate. Save it as you’ll need to upload it in Check Point #4.</p>
6	Checkpoint #4/ST Exit Portfolio	<p>You have fully uploaded all required Checkpoint #4/ST Exit Portfolio elements to your Weebly on or before the submission deadline.</p>	<p>Your Weebly URL has been sent to Mariana Furlin for review.</p>
7	Ring the Bell/Party!!!	<p>Once you have completed all requirements...CELEBRATE! Make sure you attend the party the EDU department plans for you!</p> <p>You’ll ring our bell to signify the end of your journey!</p>	<p>We’ll take a picture/video of you ringing your bell!</p>
8	Keep in touch	<p>Please share with us permanent contact information so that we can follow up with you to evaluate our program and glean suggestions for improvements once you’ve applied all that you learned in your future classrooms.</p>	<p>Give Mariana Furlin your ‘keep in touch form’ either physically or electronically.</p>
<p><b>The following items need only to have been attempted to complete the program.</b>  <b><i>A passing score is <u>NOT</u> required to obtain your degree and complete the EDU program.</i></b>  <b><i>Passing scores are required to obtain a teaching certificate for the State of Georgia.</i></b></p>			
	GACE Content Test	<p>Take the GACE Early Childhood Education Content test:</p> <ul style="list-style-type: none"> <li>• Go to this website: <a href="https://mypsc.gapsc.org/Register.aspx">https://mypsc.gapsc.org/Register.aspx</a></li> <li>• Set up your account</li> <li>• Register and take the Early Childhood Education Content test #501</li> </ul> <p>(Combined tests 001 &amp; 002)</p> <ul style="list-style-type: none"> <li>• Do this as soon as possible!</li> </ul>	<p>Submit your GACE testing verification email to Dr. Wilcox</p>

	EdTPA	<ul style="list-style-type: none"> <li>• Ensure that you have obtained a registration eligibility code to register for EdTPA. This eligibility code is made available through your "MyPSC Account"</li> <li>• Fully completed all the required elements and be ready to hit 'submit' on your full EdTPA portfolio on or before the selected submission date.</li> </ul>	You have had Dr. Wilcox give you feedback and watch you submit your final portfolio.
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## **Field Experiences and Labs**

Teacher Education is a field-centered educational experience built around goals of attaining certain specified competencies. Students are placed in classrooms in the surrounding school systems for field experiences and educational labs, providing experience and knowledge of the practical aspects of teaching. Field experiences or labs are required in all education courses and are of three types as described below:

### **1. Observations and Field Experience Related to Course Work.**

In the teaching field courses, the student is placed in classrooms for the purpose of observing teacher and student behavior, assisting the teacher, and assisting in instruction. Students are assigned 20 field placement in each EDU field experience course. Students need to schedule with their assigned cooperating teacher in order to obtain full credit for the field experience portion in each course.

**In order to complete all required field experiences, all education students should have consistent and reliable access to transportation.**

### **2. Professional Lab Courses.**

In the professional lab courses, the student is placed in classrooms for the purpose of planning, teaching, and assessing a standards-based, content-specific instructional unit. Students are expected to attend the assigned location for the duration of the semester consistently for three hours each week in each lab related course in order to obtain full credit in the lab course.

**In order to complete all required lab courses, all education students should have consistent and reliable access to transportation.**

### **3. Clinical Practice (Student Teaching).**

Clinical Practice (student teaching) is the culmination of professional field experience and professional lab course competencies during the candidate's senior year. Candidates learn and teach for at least 14 weeks in the classroom of a certified teacher who has been selected as being an excellent example of the teaching profession.

**Integration of Technology.** Pre-service teachers at Wesleyan College will use technology to gather information and apply appropriate multimedia tools as they develop and implement quality instruction. Interactive technology-based learning activities are integrated throughout the respective education courses. Students use hardware and software housed in the education classrooms to explore the computer-based educational resources and instructional techniques. Education facilities are networked to the Internet. In addition, education majors are provided opportunities to collaborate on the development, use, and application of instructional technology, STEM related activities and the use of our onsite Maker Space in the college classrooms and in their field-based classrooms.

**Course Requirements.** In addition to classroom experiences, the Teacher Education Program requires three types of academic work including general education, teaching field education, and professional education. The teaching field component includes those courses specifically geared to providing the knowledge, skills, and dispositions necessary to teach a specific age level or academic discipline in the schools. In order to receive state certification, a minimum grade of C is required in all courses applied to the teaching field and the professional education sequence. Professional education is provided through courses designed to aid the student in achieving certain competencies required by the education

profession. It includes courses in the foundations of education, growth and development of children in an educational context, learning theory, methods courses, clinical practice (student teaching), and others. Clinical Practice (student teaching) must be completed in public school settings and is arranged by the counties' placement officials in conjunction with Wesleyan's field experiences coordinator. Wesleyan's Education faculties supervise students within the specific content course in which they are enrolled. Courses related to each major are described below.

**Integrative Experience.** Education students will fulfill the integrative experience through the course: EDR 390.

### **ELEMENTARY EDUCATION (K-5)**

The Elementary Education (EE) Program leading to the Bachelor of Arts degree is offered to students planning to teach in Kindergarten through grade five (K-5). The program is designed to give a broad background of general professional courses to assist in developing the understandings and competencies essential to effective teaching. The major consists of 85 semester hours of education (professional development) and related course work.

#### **I. EE majors must complete all of the College's general education requirements for the bachelor of Arts degree, including the following 26 required general education courses and components for elementary majors (26 hours):**

ENG 111 Analyzing Literature (3 hours)  
Or ENG 102 Workshop in Research Writing (3 hours)  
HIS 130 The United States to 1877 (3 hours)  
Or HIS 120 Early Civilizations (3 hours)  
HIS 135 The United States Since 1877 (3 hours)  
Or HIS 125 Emergence of the Modern Worlds (3 hours)  
MAT 192 Mathematical Reasoning (3 hours)  
Or  
MAT 140 Precalculus Mathematics (3 hours)  
Or  
MAT 205 Calculus I (3 hours)

*From the following biology courses, choose one*

BIO 110 Principles of Biology I: Biological Processes (4 hours)  
or BIO 103 Human Biology (4 hours)  
or BIO 203 Research Methods in Biological Sciences (4 hours)

*From the following physical sciences, choose one*

CHM 101 General Chemistry I (4 hours)  
or ESC 150 Principles of Environmental Science (4 hours)  
or PHY 106 Astronomy (4 hours)

*Additional general education courses*

EDU 207 Dynamics of Children's Literature (3 hours)  
EDS 114 Understanding Learning (3 hours this MUST be taken prior to being admitted into the EE program)

#### **II. Required professional development course work (28 hours):**

Should be taken prior to being admitted into the EE program. (9 hours):

EDU 201 Foundations of Education (3 hours)  
EDU 219 Ethical Education in Practice (3 hours)  
EDU 220 Planning and Assessing for Diverse Learners (3 hours)

*Students must take the following courses but do not have to be formally admitted into the teacher education program to be eligible: (22 hours):*

ART 361 Elementary Arts: Curricula and Methods (3 hours, only offered in the odd numbered spring semesters)  
Or MUS 278 Teaching Children Through Music (3 hours, only offered in the even numbered spring semesters)  
HPE 412 Professional Prep. for Elementary School Health & Physical Education (3 hours)  
EDU 245 Child Development and Learning (3 hours)  
EDU 255 Technology in Education (3 hours)

EDU 290 Exceptionalities in Children and Adolescents (3 hours)  
EDR 300 Teaching Reading and Writing in the EE Classroom (4 hours)  
EDU 402 Classroom Management (3 hours)

### **III. Major Courses (31 hours):**

*The following courses cannot be taken until the candidate has been fully admitted into the EE program (19 hours):*

EDR 340 Reading Assessment and Instruction in the EE Classroom (3 hours)  
EDR 390 Comprehensive Literacy in the EE Classroom (4 hours)  
EDU 308 Teaching Mathematics in the EE Classroom (4 hours)  
EDU 370 Social Studies in the EE Classroom (4 hours)  
EDU 380 Science Methods and Materials in the EE Classroom (4 hours)

*Students must take the following courses during the semester in which they accomplish their student teaching requirement (12 hours):*

EDU 420 Professionalism and Curriculum Development (3 hours)  
EDU 490 Student Teaching (9 hours)

**Minor in Reading.** A minor in reading prepares students to teach reading and writing at the elementary level. In addition to learning the process of teaching reading, the student will learn the writing process and understand the relationship that exists between reading and writing. Students learn to assess reading and writing and use the assessment results to inform instruction. Furthermore, courses in the reading minor allow the student to examine and use children's literature as mentor texts for reaching reading and writing strategies in the context of the reading and writing workshops. Finally, candidates will learn to teach reading strategies in the content areas of science, social studies, and mathematics.

Goals of the minor in reading:

1. To provide the student with a deep knowledge of literacy development (listening, speaking, reading, writing, and viewing).
2. To provide the student with a deep knowledge of reading and writing pedagogy.
3. To prepare the student to teach reading and writing in the elementary classroom.
4. To prepare the student to earn a reading endorsement by taking the GACE content in reading after earning a clear renewable teaching certificate.
5. To prepare the student for graduate study in reading.

*The following courses are required for the reading minor: (17 hours)*

ENG 111 Analyzing Literature (3 hours)  
Or ENG 102 Workshop in Research Writing (3 hours)  
EDR 300 Teaching Reading and Writing in the EE Classroom (4 hours)  
EDR 340 Reading Assessment and Instruction in the EE Classroom (3 hours)  
EDR 390 Comprehensive Literacy in the EE Classroom (4 hours)  
EDU 207 Dynamics of Children's Literature (3 hours)

*Note: the reading minor candidate is urged to take the following course as an elective:*

ENG 161 Creative Writing (3 hours)

**Minor in Educational Studies.** The Educational Studies minor is designed for the student who has a general interest in the K-12 classroom at the Elementary, Middle Grades, or Secondary level. EDS minors are not required to be admitted to the Education Program in order to take upper level required courses. The minor does not lead directly to state certification, though it does prepare graduates to enter post-baccalaureate, alternative certification programs such as Georgia TAPP, offered by Regional Educational Service Agencies (RESA) throughout the state or an MAT (Masters of Arts in Teaching initial certification) program.

### **Minor Requirements (Elementary)**

*I. Foundation Courses (15 semester hours)*

EDS 114 Understanding Learning (3 hours)  
EDU 201 Foundations of Education (3 hours)  
EDU 290 The Exceptional Child (3 hours)



EDU 255 Technology in Education (3 hours)  
EDU 245 Development and Learning (3 hours)

*II. Methods (7 hours)*

EDR 300 Teaching Reading and Writing in the EE Classroom (4 hours)  
EDU 402 Classroom Management (3 hours)

*III. Field (1 hour)*

EDU 452 Field Experience

**Total: 23 hours**

Note: EE track students are strongly encouraged to take courses from the following list, as their schedule allows:

EDU 207 Dynamics of Children's Literature  
EDU 219 Ethical Education in Practice (3 hours)  
EDU 220 Planning and Assessing for Diverse Learners (3 hours)  
EDU 308 Teaching Math in the EE Classroom  
EDU 370 Social Studies in the EE Classroom  
EDU 380 Science Methods and Materials in the EE Classroom  
EDR 390 Comprehensive Literacy in the EE Classroom  
EDS 313 Children, Nature and Society

**Minor Requirements (Middle Grades and Secondary)**

*I. Foundation Courses (15 semester hours)*

EDS 114 Understanding Learning (3 hours)  
EDU 201 Foundations of Education (3 hours)  
EDU 290 The Exceptional Child (3 hours)  
EDU 255 Technology in Education (3 hours)  
PSY 331 Child Psychology or EDU 245 Development and Learning (3 hours)

*II. Elective Courses (Choose one course. Foundation courses must be successfully completed before students can take their elective course) (3-4 hours)*

EDS 301 The Playful Learner: Examining Play in Cultures, Society, History, and Marketing (3 hours)  
EDS 313 Children, Nature and Society (3 hours)  
EDU 207 Dynamics of Children's Literature (3 hours)  
EDU 219 Ethical Education in Practice (3 hours)  
EDU 220 Planning and Assessing for Diverse Learners (3 hours)  
EDR 300 Teaching Reading and Writing in the EE classroom (4 hours)  
EDU 308 Teaching Mathematics in the Elementary Classroom (4 hours)  
EDU 370 Social Studies in the Elementary Classroom (4 hours)  
EDU 380 Science Methods and Materials in the EE Classroom (4 hours)

*III. Required. May be taken at the same time as an elective course. (3 hours)*

EDU 402 Classroom Management

*IV. Final course (1 hour)*

EDU 452 Field Experience.

**Total 22 hours.**

**Note: Students are responsible for their own transportation associated with field experiences in all EDU courses.**

## **Education (EDU) Course Descriptions**

### **EDU 201: Introduction to Education and Learning.**

**Goal:** To begin continuing investigation of the nature of education, learning theories, and the construction of knowledge.

**Content:** Philosophical, historical, political and social issues including multicultural aspects, women and education, defining intelligence, applying learning strategies, and examining theoretical implications in classroom settings.

**Field Experience Hours:** 20.

**Taught:** Spring.

**Credit:** 3 hours.

### **EDU 207: Dynamics of Children's Literature.**

**Goal:** To examine and apply a high level of analysis to various genres of literature, ranging from folklore to contemporary realistic fiction and nonfiction. Pieces of children's literature will be used as mentor texts to study published authors' craft and style, stir the imagination, inspire the students to explore their personal writing potential, and use literature as the impetus for creating original writing. The ultimate goal of this course is to acquaint the students with the vast array of children's literature, use it as a model for writing, and recognize its enduring and broad impact on their progress as writers.

**Content:** This course examines numerous genres of children's literature as they relate to various content areas and to the craft of writing. The following topics will be addressed: Using children's literature to discuss selected content areas; using literature to introduce and support the writing process in the writer's workshop structure; appreciating the various dimensions of children's literature as mentor texts; exploring the artwork in children's literature and its relationship to the written text; using literature as a model for writing.

**Field Experience Hours:** 0.

**Taught:** Spring.

**Prerequisites:** None.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (PS).

**Credit:** 3 hours.

### **EDU 219 Ethical Education in Practice.**

**Goal:** The course prepares students entering the field of education to employ professional practices and habits to ensure one is an acceptable role model.

**Content:** Utilizing current and applicable case studies, this course will cover areas of ethical and professional educational practice to include use of social media, personal code of conduct, Georgia's Code of Ethics, Mandated reporting, professional attire, demeanor, and more.

**Field Experience Hours:** 20.

**Taught:** Fall.

**Credit:** 3 hours.

### **EDU 220: Planning and Assessing for Diverse Learners.**

**Goal:** To introduce students to instructional strategies and the processes required to plan, teach, and assess elementary lessons across content areas.

**Content:** In this course, students will study research-based methods, strategies, models, and theories for instructional planning for elementary students. These theories and strategies will include planning for differentiation for diverse learners, development of engaging, innovation lessons, differentiated instruction that supports inclusive practice for English Language Learners, students with disabilities, gifted students, and other populations, and using formal and informal assessment to guide instructional decisions. The course theme will also center around the notion of designing instruction for the 21st Century mind.

**Field Experience Hours:** 20.

**Taught:** Spring.

**Credit:** 3 hours.

### **EDU 245: Child Development and Learning.**

**Goal:** To study the elementary learner and gain an understanding of appropriate curricular and specific necessary to teach young children.

**Content:** Characteristics, needs, stages of physical, emotional, intellectual, and social development of young children. Emphasis on observing learning environments and creating learning experiences appropriate to developmental characteristics. Focus on the levels of learning and making developmentally appropriate instructional choices.

**Field Experience Hours:** 20.

**Taught:** Spring.

**Prerequisites:** EDU 219 (Ethics)  
**Credit:** 3 hours.

**EDU 255: Technology in Education.**

**Goal:** To gain knowledge and skills necessary to integrate technology with the content and pedagogy in the education methods courses.

**Content:** The content, concepts, and applications of a variety of educational software and tools, as well as, the special issues pertaining to the management and maintenance of these materials will be explored. Candidates will become familiar with the National Educational Technology Standards and the Georgia State Technology Requirements. In addition, the candidates will plan, teach and assess a series of four technology-connected lessons in their field experiences.

**Field Experience Hours:** 20.

**Taught:** Fall.

**Prerequisites:** EDU 219 (Ethics).

**Credit:** 3 hours.

**EDU 290: Exceptionalities in Children and Adolescents.**

**Goal:** To understand exceptionalities and mainstreaming exceptional children into the regular classroom.

**Content:** An examination of the problems of children with evidence of mental, physical, emotional, and educational difficulties in the classroom. Emphasis is given to finding and implementing specific adaptive teaching techniques in the regular K-5 classroom. Legal aspects related to P.L. 94-142, teacher and parent participation, assessment, placement and facilities.

**Field Experience Hours:** 20.

**Taught:** Fall.

**Prerequisites:** EDU 219 (Ethics).

**Credit:** 3 hours.

**EDU 308: Teaching Mathematics in the Elementary Classroom.**

**Goal:** To gain knowledge and skills necessary to foster the development of mathematical content and processes, and positive attitudes in elementary students.

**Content:** The content, concepts, and skills of the elementary mathematics curriculum and the special methods of teaching the material. Materials appropriate to teaching mathematics are explored including manipulatives, computer materials, textbooks, and teacher-made materials. Students become familiar with the National Council of Teachers of Mathematics (NCTM) Standards. The candidate will implement meaningful integrative experiences and curricula in mathematics that are appropriate for the elementary learner.

**Lab Hours:** One 3-hour session each week (14 week minimum).

**Taught:** Spring.

**Prerequisites:** Admission to the Teacher Education Program.

**Credit:** 4 hours.

**EDU 370: Social Studies in the Elementary Classroom.**

**Goal:** To facilitate understanding and appreciation of inquiry methods of social studies instruction in the context of classroom learning community.

**Content:** History, geography, economics and citizenship are all examined through the lenses of social education, discovery learning, storytelling as pedagogical method, and expanding horizons perspectives.

**Lab Hours:** One 3-hour session each week (14 week minimum).

**Taught:** Spring.

**Prerequisites:** Admission to the Teacher Education Program.

**Credit:** 4 hours.

**EDU 380: Science Methods and Materials in the Elementary Education Classroom.**

**Goal:** To facilitate an understanding of the scientific and inquiry methods in the context of the classroom learning community.

**Content:** This inquiry-based course will provide the pre-service teacher candidate (elementary and middle grades science concentration) with the knowledge, skills, and practical experience necessary to develop a variety of science instructional techniques and strategies that are applicable to elementary students.

**Lab Hours:** One 3-hour session each week (14 week minimum).

**Taught:** Fall.

**Prerequisites:** Admission to the Teacher Education Program.

**Credit:** 4 hours.

### **EDU 396: Special Topics in Education.**

**Goal:** To conduct an in-depth study of a special topic in education.

**Content:** The topics covered will vary from time to time, and a student may take no more than two such courses within the department. Representative special topics include research in education, teaching in a culturally pluralistic society, women in education, informal education in American schools, and special education.

**Prerequisite:** Permission of the instructor, education department and the program director.

**Taught:** Offered occasionally.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **EDU 402: Classroom Management.**

**Goal:** To understand principles and implement practices of effective classroom management and discipline. To develop a personal philosophy of classroom management consistent with one's educational philosophy.

**Content:** An intensive study of various models, methods and philosophies of classroom management with emphasis on preventive strategies. Techniques for individuals as well as group management including understanding students' needs. Comparison of assertive discipline, humanistic approaches, behavior modification, among others.

**Field Experience Hours:** 20.

**Taught:** Fall.

**Prerequisites:** EDU 219.

**Credit:** 3 hours. \*There is a \$375.00 Field trip fee associated with this course.

### **EDU 420: Professionalism and Curriculum Development.**

**Goal:** The goal of this speech-intensive course is to provide the pre-service teacher with a broad understanding of the school as an institution and a business that serves the needs of both individuals and society. This goal will be accomplished by increasing the candidate's professionalism as she completes the requirements for certification and prepares to enter the teaching profession. An additional goal includes understanding the intricacies, purposes, and impact of curriculum development at the elementary school levels. This will be achieved through the study of curricular patterns of elementary schools and through the study and application of the curriculum development process.

**Content:** Professional conduct and dress, parent communication and legal issues, documentation in the classroom, group dynamics (large and small), resume; portfolio evaluation state assessment fee required in this course.

**Prerequisite:** Admission into Student Teaching.

**Taught:** Spring or Fall - during the student teaching semester.

**Credit:** 3 hours.

### **EDU 451: Directed Independent Study.**

**Goal:** To conduct a detailed study in a particular area of interest in education.

**Content:** Varies.

**Prerequisite:** Open only to advanced students with permission from the education department and program director.

**Taught:** Fall, Spring.

**Credit:** 1-6 hours.

### **EDU 452/199: Field Study.**

**Goal:** To gain experience in an educational setting.

**Content:** Work, observation, analysis in an educational environment such as public or private schools, churches, children's organizations, etc.

**Prerequisite:** Open only to advanced students with permission from the education department and program director.

**Taught:** Fall, Spring, Summer.

**Credit:** 1-12 hours.

### **EDU 490: Student Teaching.**

**Goal:** To demonstrate effective methods of teaching, classroom management, and professional teaching behaviors.

**Content:** A minimum of thirteen full weeks of teaching in public schools under the direction of a certified classroom teacher and a college supervisor.

**Prerequisites:** Admission to Teacher Education; completion of all methods courses; and admission to Student Teaching. Placement made by the Education Department and school systems' field placement officials.

**Taught:** Fall, Spring.

**Credit:** 9 hours. \*There is a \$300.00 Field Supervision fee associated with this course.

### **Education in Reading (EDR) Course Descriptions**

#### **EDR 300: Teaching Reading and Writing in the EDR Classroom.**

(Required for education majors and educational studies minors)

**Goal:** To understand and reflect on the process of teaching reading and writing.

**Content:** This course is the first reading course in a three-course sequence. The course will help the candidates investigate various research-based approaches, techniques, and strategies for teaching students the five components of reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension. EDR 300 will address the foundational elements and theoretical bases of reading and writing instruction. In addition, the candidates will be introduced to reading and writing assessment techniques.

**Lab Hours:** One 3-hour session each week (14 week minimum).

**Prerequisites:** EDU 201 & EDU 219 (Ethics).

**Taught:** Fall.

**Credit:** 4 hours.

#### **EDR 340: Reading Assessment and Instruction in the Elementary Education Classroom.**

**Goal:** Reading Assessment and Instruction in the Elementary Classroom Goal: To learn, interpret, and apply reading and writing assessment techniques.

**Content:** This course is designed to give the elementary education candidate the necessary tools for administering, scoring, and interpreting informal and formal reading assessments. In addition, this course will help the candidate learn to use the assessment results to make informed decisions about instructional strategies.

**Field Experience Hours:** 20.

**Prerequisite:** EDR 300; Admission to the Teacher Education Program.

**Taught:** Spring.

**Credit:** 3 hours.

#### **EDR 390: Comprehensive Literacy in the EDR Classroom.**

**Goal:** To understand and learn ways to integrate language arts with content (science, social studies, and math) in the context of reader's and writer's workshops.

**Content:** This course explores the integration of the language arts (listening, speaking, writing, reading, and viewing) and content (mathematics, science, social studies) in the P-5 classrooms in the reader's and writer's workshops. The course will focus on essential literacy competencies identified by the National Reading Panel: Fluency, Word Identification, Vocabulary, and Writing.

**Lab Hours:** One 3-hour session each week (14 week minimum).

**Prerequisites:** Admission to the Teacher Education Program; EDR 300; EDR 340.

**Taught:** Fall.

**Credit:** 4 hours; Senior Integrative Experience.

### **Educational Studies (EDS) Course Descriptions**

#### **EDS 114: Understanding Learning.**

**Goal:** Examination of learning theories, personally applied.

**Content:** Students will examine classical, historical, and contemporary theories of teaching, learning, and intelligence with the intent of gaining a better understanding of the nature and function of human learning, especially as applied to their own lives. Focus is on lifelong learning.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring: Individuals and Communities; (PS).

**Credit:** 3 hours.

#### **EDS 301: The Playful Learner: Examining Play in Cultures, Society, History, and Marketing.**

**Goal:** Students will examine types of play, reasons for play, and lessons learned through play ultimately designing a play based product to address a need for a targeted population.

**Content:** Play and its impact on learning, cultural rites and rituals, and society will be explored through observations, reading, listening, writing, and speaking. Targeting a population, trait, skill, or observed need will be the focus as participants ultimately offer new insights by utilizing the design thinking process to create a new product to meet a need and designing a marketing package to accompany the new creation.

**Prerequisites:** None.

**Taught:** Occasionally.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; (PS).

**Credit:** 3 hours.

### **EDS 313: Children, Nature, and Society.**

**Goal:** Students will learn to think critically about the urbanization/industrialization of our landscape and the corresponding effects on humanity.

**Content:** This course focuses on the importance of wild places in the social, emotional, psychological and physical development of children. Students will explore the relationship between nature, learning, and well-being.

**Prerequisites:** None.

**Taught:** Fall.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; (PS).

**Credit:** 3 hours.

Note: Class meets one evening a week for two hours with several required weekend meetings.

## **English**

To read literature is to see the world anew through others' eyes. To write is to wield one of the most powerful tools of social change. Students studying English at Wesleyan College become strong readers and writers as they work with texts from a range of cultures, periods, and perspectives. Discussion-based classes invite students to consider the power of language in shaping experiences of place, gender, race, class, and other essential components of culture and identity. Through coursework, individual and collaborative projects, and interactions with faculty, students practice critical thinking, analytical reasoning, empathy, and creativity. Together with writing and speaking skills, these attributes ensure that English majors are prepared for the workplace and for the important task of communicating across cultures and in a variety of genres, both traditional and evolving.

Students choosing to study English at Wesleyan College read broadly in American, British, and world literature. They also focus in depth on such topics as globalization, sustainability, digital culture, science fiction, African-American literature, Victorian and Edwardian drama, Southern women writers, and African women's fiction. They discover various theoretical approaches to literary analysis in an Introduction to Literary Criticism class, and they strengthen writing skills through persuasive and creative writing courses. Students conclude their studies by designing a scholarly project integrating their studies in English with some other area of scholarship, and they have the opportunity to engage in internships and other professional activities.

Upon completion of their work in English, students will be able to

- I. Write clearly and cogently;
- II. Analyze individual texts from a range of genres, periods, and authors;
- III. Explain the dynamic relationship between individual texts and the social, political, and historical contexts in which they were created;
- IV. Produce original scholarly and/or creative work.

While every class in the English curriculum enables students to strengthen these skills, each class foregrounds one or two, which are noted parenthetically below. In addition to completing 36 hours of coursework, the major includes an integrative experience (completed as part of ENG 401: Senior Seminar in English).

### **Major Requirements: English (36 hours)**

#### **I. Required (6 hours)**

ENG 210 Introduction to Literary Criticism (II) 3 hours

ENG 401 Senior Seminar in English (IV) 3 hours

#### **II. Required (four courses; 12 hours)**

ENG 201 Survey of British Literature I (II, III) 3 hours

ENG 202 Survey of British Literature II (II, III) 3 hours

ENG 205 Perspectives on World Literature (II) 3 hours  
ENG 213 Survey of American Literature (II, III) 3 hours

**III. Required (3 hours; select one)**

ENG 217 African-American Literature (II) 3 hours  
ENG 221 Readings in Race, Class, Gender (II) 3 hours

**IV. Required (15 hours; select five)**

ENG 300 Literature and Film (III) 3 hours  
ENG 302 Digital Culture (II) 3 hours  
ENG 337\* Seminar in American Literature (III) 3 hours  
ENG 338\* Seminar in British Literature (III) 3 hours  
ENG 347\* Seminar in World Literature (III) 3 hours  
ENG 353 Seminar in Race, Class, Gender (III) 3 hours  
ENG 357 Persuasive Writing Workshop (I, IV) 3 hours  
ENG 361 Creative Writing Workshop (I, IV) 3 hours  
ENG 396\* Special Topics in English (III) 3 hours

\*May be repeated once for a total of 6 hours credit in the English major. A student's transcript will indicate the focus of the seminar so as to distinguish the two classes.

**Integrative Experience.** In the senior seminar (ENG 401), the English major – in consultation with her instructor – will select an interdisciplinary project that integrates scholarship from her general education and elective courses with work in her major. This project requires students to incorporate material from at least one academic discipline other than English. Each student is responsible for selecting her own topic and determining the parameters of her project.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

**Minor Requirements: English with a Literature Emphasis (18 hours)**

The minor with a literature emphasis gives students the opportunity to strengthen close reading skills and enables them to see literary works in broader contexts. The minor consists of 18 hours distributed as follows.

**I. Required (3 hours)**

ENG 210 Introduction to Literary Criticism (II) 3 hours

**II. Required (9 hours; select three)**

ENG 201 Survey of British Literature (II, III) 3 hours  
ENG 202 Survey of British Literature (II) 3 hours  
ENG 205 Perspectives on World Literature (II) 3 hours  
ENG 213 Survey of American Literature (II, III) 3 hours

**III. Required (6 hours; select two)**

ENG 300 Literature and Film (III) 3 hours  
ENG 337 Seminar in American Literature (III) 3 hours  
ENG 338 Seminar in British Literature (III) 3 hours  
ENG 347 Seminar in World Literature (III) 3 hours  
ENG 353 Seminar in Race, Class, Gender (III) 3 hours  
ENG 357 Persuasive Writing Workshop\* (I, IV) 3 hours  
ENG 361 Creative Writing Workshop\* (I, IV) 3 hours  
ENG 396 Special Topics in English (III) 3 hours

\*A student may take either ENG 357 or ENG 361 to fulfill requirement III. If one of these is taken, then the other course must be selected from ENG 300, 337, 338, 347, 353, or 396.

## **Minor Requirements: English with a Writing Emphasis (18 hours)**

The minor with a writing emphasis serves those whose academic and professional careers will demand advanced writing skills and is appropriate for students majoring in any field. The writing minor enhances students' understanding of the theoretical, interdisciplinary, and professional aspects of writing. Courses in the minor will teach students about various forms of writing, provide opportunities to experiment with their writing processes and reflect on those processes, and teach techniques for modifying their writing styles for different audiences and formats. The minor consists of 18 hours as follows.

### **I. Required (3 hours; select one)**

ENG 101 English Composition: Essays (I) 3 hours

ENG 102 Workshop in Research Writing (I, II) 3 hours

ENG 161 Creative Writing (I, IV) 3 hours

### **II. Required (6 hours; select two)**

ENG 201 Survey of British Literature (I) 3 hours

ENG 202 Survey of British Literature (II) 3 hours

ENG 205 Perspectives on World Literature (II) 3 hours

ENG 213 Survey of United States Literature (II, III) 3 hours

### **III. Required (9 hours; select three)**

ENG 302 Digital Culture (II) 3 hours

ENG 357 Persuasive Writing Workshop (I, IV) 3 hours

ENG 361 Creative Writing Workshop (I, IV) 3 hours

ENG 452 Field Study 1-3 hours

**Resources for Non-Majors.** English courses are open to all students who satisfy the required prerequisites. English courses provide an excellent complement to nearly all majors because the study of literature and writing enables students to read, think, speak, and write well -- necessary skills in professional life.

**Postgraduate Opportunities.** Students who major in English think critically and analytically, write cogently, and develop the empathy needed to communicate effectively. Students recently completing majors in English have enrolled in graduate programs in English, creative writing, digital humanities/communication studies, women's studies, rhetoric and composition, library and information science, and international relations. Others have gone on to careers in teaching, journalism, academic administration, law, and public service. English graduates are also especially suited for careers in web content creation, human resources, technical writing, editing, marketing, and advertising.

## **English (ENG) Course Descriptions**

### **ENG 101: English Composition: Essays.**

**Goal:** To introduce rhetorical principles that will enable students to produce clear, concise, and effective prose. Through attention to fundamentals of grammar, mechanics, usage, and style, to guide students in writing correct and organized short essays, including essay examinations.

**Content:** Reading and writing essays.

**Taught:** Annually.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Gen. Ed. Category:** Foundation Building; Writing; (HUM).

**Credit:** 3 hours.

### **ENG 102: Workshop in Research Writing.**

**Goal:** In this writing competency course, students will develop a broad range of research strategies. They will learn how to find and use appropriate sources to develop and support arguments, document information from research, and strengthen writing skills.

**Content:** To achieve the course goal, each section will have a themed focus to be determined by the instructor. Course topics will be wide-ranging, but representative themes might include the African-American Experience, Sustainability and the Environment, global women writers, cyborgs and the autonomy of the human body, or food and social justice.

**Taught:** Fall and Spring.



**Prerequisites:** Satisfactory completion of College writing proficiency requirement; ENG 101 or permission of the English Department Chair.

**Credit:** 3 Hours.

### **ENG 111: Analyzing Literature.**

**Goal:** Students will read, analyze, and discuss different genres of literature to think critically and strengthen their intellectual curiosity. They will organize and articulate their thoughts and contribute independent judgment to class discussion.

**Content:** Students will explore various literary genres (short story, poetry, drama) to strengthen their skills in close reading and literary analysis.

**Taught:** Fall and/or spring.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Credit:** 3 hours.

### **ENG 161: Creative Writing.**

**Goal:** By reading and studying models of writing, emulating these models, and using them to inspire their own original work, students will develop their expertise in creative writing.

**Content:** Reading and writing short stories, poetry, and drama.

**Taught:** Alternate years.

**Prerequisite:** None.

**Gen. Ed. Category:** Exploring; Thinking and Expressing Creatively; (HUM).

**Credit:** 3 hours.

### **ENG 201, 202: Survey of British Literature I, II.**

**Goal:** To introduce students to the general literary characteristics and to the principal authors of British literature.

**Content:** Survey of British literature: ENG 201, from its beginnings to the 19th century; ENG 202, from the 19th century to the present.

**Taught:** Alternate years.

**Prerequisites:** ENG 101.

**Credit:** 3; 3 hours.

### **ENG 205: Perspectives on World Literature.**

**Goal:** Through close reading and discussion of literature from primarily non-Western cultures, students explore such topics as the legacy of colonialism in world literature, challenges of cross-cultural literary analysis, and strategies writers use to shape their identities or engender social change. Students will identify issues arising from increasingly complex global connections; analyze how components such as socio-economic status, ethnicity, race, and religion shape beliefs and behaviors; and communicate and interact effectively across cultures.

**Content:** Each semester this class selects a particular perspective from which to consider authors' use of creative writing to address issues in their lives and the lives of their communities. Such perspectives may include a particular geographical region, cultural phenomenon, or component of writers' identity (for example, African literature, globalization, or expatriated writers).

**Taught :** Alternate years.

**Prerequisites:** ENG 101 and one Exploring general education course.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; (HUM).

**Credit:** 3 hours.

### **ENG 210: Introduction to Literary Criticism.**

**Goal:** To introduce techniques of literary analysis, including terminology, strategies, and assumptions of recent influential theorists and critics.

**Content:** Theoretical and literary texts.

**Taught:** Alternate years.

**Prerequisites:** ENG 101, and one of the following: ENG 201, ENG 202, ENG 213, or permission of the instructor.

**Credit:** 3 hours.

### **ENG 213: Survey of United States Literature.**

**Goal:** To familiarize students with the range of American literature through intensive study of major American authors and texts.

**Content:** Writings by important literary figures from America, from the Puritans to modern times.

**Taught:** Alternate years.  
**Prerequisites:** ENG 101.  
**Credit:** 3 hours.

**ENG 217: Readings in African-American Literature.**

**Goal:** Students will read and respond, both orally and in writing, to works from the African-American literary tradition to enhance their abilities to analyze texts and to explore connections among texts, and between texts and the cultures that produced them.

**Content:** Works by African-Americans such as Frederick Douglass, Zora Neale Hurston, Malcolm X, Jean Toomer, Gwendolyn Brooks, Toni Morrison, and Tayari Jones.

**Taught:** Alternate years.

**Prerequisites:** ENG 101.

**Gen. Ed. Category:** Foundation Building; Speaking; (HUM).

**Credit:** 3 hours.

**ENG 221: Readings in Race, Class, and Gender.**

**Goal:** This course helps students to understand and analyze how race, class, and gender are expressed on personal, cultural, and historical levels through the analysis of various literary genres such as poetry, short stories, and novels.

**Content:** Students will read works of literature that explore how the categories of race, class, and gender represent a complex and dynamic relationship between individual experience and socio-historical contexts. Topics will vary.

**Taught:** Alternate years.

**Prerequisite:** ENG 101.

**Gen. Ed. Category:** Foundation Building; Speaking; (HUM).

**Credit:** 3 hours.

**ENG 291: Directed Independent Study.**

**Goal:** To provide an opportunity for intermediate-level independent study.

**Content:** Independent work of interest to the student and approved by the instructor and program director.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of instructor and program director.

**Credit:** 1-6 hours.

**ENG 300: Literature and Film.**

**Goal:** Students in this course will examine connections between and differences among various works of literature from multiple genres (e.g., short stories, novels, and plays) and film adaptations of those works with the aim of examining both benefits and limitations to storytelling in different modes.

**Content:** Students will gain the tools and vocabulary to complete both literary and film analysis, and they will use these skills to observe, comment on, and write about effective techniques in each medium.

**Taught:** Alternate years.

**Prerequisites:** ENG 101 and one Exploring general education course.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences; (HUM).

**Credit:** 3 hours.

**ENG 302: Digital Culture.**

**Goal:** Students will analyze works of art, literature, film, video games, websites, and other modes of cultural production, in order to better understand their experience of the contemporary digital media landscape.

**Content :** Students will consider the significant social changes that have taken place since the rise of digital communications, including areas as diverse as copyright and ownership, artistic and literary production, privacy rights, corporate media control, fandom, and grassroots social movements. A history of writing technologies will help students to see the computer as one of many such historical shifts in human consciousness and social institutions.

**Taught:** Alternate years.

**Prerequisites:** ENG 101 and one Exploring general education course.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; (HUM).

**Credit:** 3 hours.

**ENG 337: Seminar in American Literature.**

**Goal:** To study a movement, theme, genre, era, or writer(s) in American literature. The focus of each seminar will vary.

Representative topics might include southern women writers, the American novel, American drama, American modernism

and postmodernism.

**Content:** Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

**Taught:** Annually.

**Prerequisites:** ENG 213 and ENG 210.

**Credit:** 3 hours.

### **ENG 338: Seminar in British Literature.**

**Goal:** To study a movement, theme, genre, era, or writer(s) in British Literature. Focus of each seminar will vary.

Representative topics might include Shakespeare and his contemporaries, 18<sup>th</sup> century satire, the Romantic era, 19<sup>th</sup> century female novelists, Victorian and Edwardian drama, modernism.

**Content:** Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

**Taught:** Annually.

**Prerequisites:** ENG 201 or 202, and ENG 210.

**Credit:** 3 hours.

### **ENG 347: Seminar in World Literature.**

**Goal:** To study a movement, theme, genre, era or writer(s) focusing primarily on works outside the American and English traditions. The focus of each seminar will vary. Representative topics might include Chinese poetry, the African novel, revolutions in world literature, the Russian novel.

**Content:** Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

**Taught:** Alternate years.

**Prerequisites:** ENG 210.

**Credit:** 3 hours.

### **ENG 353: Seminar in Race, Class, and Gender.**

**Goal:** This seminar explores literary works at the intersections of race, class, and gender with a focus on developing advanced literary analysis and research skills.

**Content:** A combination of critical, theoretical, and literary texts will explore the dynamic relationship between social, cultural, and historical positioning and literary production. Topics will vary.

**Taught:** Alternative years.

**Prerequisites:** ENG 101, and ENG 221 or permission of instructor.

**Credit:** 3 hours.

### **ENG 357: Persuasive Writing Workshop.**

**Goal:** Students who want to improve the clarity and sophistication of their own writing will learn the critical analysis, writing, and research techniques necessary to synthesize information from multiple sources and "join the conversation" in their chosen field of study with persuasive scholarly arguments of their own.

**Content:** In this upper-level writing course, students will study and practice advanced rhetorical strategies (for structure, organization, content development, research integration, style, and tone) to research and develop persuasive, scholarly arguments in response to a variety of topics.

**Taught:** Alternate years.

**Prerequisites:** ENG 101

**Credit:** 3 hours.

### **ENG 361: Creative Writing Workshop.**

**Goal:** To enable advanced students to develop their skills writing poetry, fiction, and/or drama.

**Content:** Drafts of student work, professional models of writing, texts on the craft and business of creative writing.

**Taught:** Alternate years.

**Prerequisites:** ENG 161 or permission of instructor.

**Credit:** 3 hours.

### **ENG 396: Special Topics in English.**

**Goal:** To allow students to concentrate on a major writer, genre, theme, or limited period of literary history.

**Content:** Topics vary, depending on student needs and interest. Representative special topics might include Writing for the Web, Gothic Literature, or Women in/and Science Fiction.

**Taught:** Alternate years.

**Prerequisites:** ENG 101; ENG 210; ENG 201, 202, or 213; or permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**ENG 401: Senior Seminar.**

**Goal:** To enable senior English students to apply their accumulated knowledge to critical analysis of selected issues in literary studies. To encourage independent thought and judgment while providing a forum in which students demonstrate their knowledge of current research, communicate that knowledge effectively, and prepare for post-graduate professional opportunities.

**Content:** Study and discussion of literary and critical texts. Content may vary from year to year.

**Taught:** Annually.

**Prerequisites:** Senior standing and successful completion of ENG 201, 202, 210, 213, and one 300-level ENG course, or permission of instructor.

**Credit:** 3 hours.

**ENG 451: Directed Independent Study.**

**Goal:** To allow students to select authors, works, genres, or themes to study in depth.

**Content:** Varied; a topic agreed upon by student and professor and approved by the program director.

**Taught:** Fall; Spring.

**Prerequisites:** Permission of the instructor.

**Credit:** 1-6 hours.

**ENG 452/199: Field Study.**

**Goal:** To provide practical experience for the student to apply what she has learned.

**Content:** Student will perform professional, creative, or research functions under professional supervision.

**Taught:** Fall; Spring.

**Prerequisites:** Permission of the instructor and program director.

**Credit:** 1-12 hours.

**ENG 499: Honors Thesis.** (Fee required).

## Environmental Studies

Environmental Studies is an interdisciplinary field that draws on knowledge and analytical tools from many areas of study to understand the function of natural ecosystems, the effects of human societies on the environment, and the role that the environment has played in shaping human cultures and artistic endeavors. The major in Environmental Studies and Sustainability prepares students for careers in policy-making, education, conservation, government service, research, and the arts. Students will also be well prepared to work for non-governmental organizations or enter into post-graduate studies in environmental law, urban planning, and scientific disciplines such as ecology.

### Major Program

The student learning outcomes of the major are:

- I. to understand the fundamental scientific principles that govern the operation of natural ecosystems;
- II. to gain an appreciation for the effects of the human economic activities and governmental policies on the environment;
- III. to explore interdisciplinary approaches to, and become effective leaders for, environmental sustainability and justice;
- IV. to explore ethical, spiritual, cultural, and psychological dimensions of human relationships to non-human nature;
- V. to consider the ways in which the natural world has inspired creative endeavors in literature and the arts;
- VI. to integrate material from the various disciplines into a coherent framework for understanding the role of humans in the environment

To ensure a broad and multidisciplinary background in the study of the environment, all students will take courses from and complete work in the following three areas of study:

- 1) Science and the Biosphere (scientific approaches to understanding environmental issues),
- 2) Human Institutions and the Environment (policy, economic, and educational viewpoints on human relationships with non-human nature), and
- 3) Creative, Ethical, and Spiritual Perspectives on Ecology (artistic, philosophical, and spiritual considerations).
- 4) Students will also complete a senior capstone experience that will integrate concepts and methods of environmental studies with those of another academic discipline.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

**Integrative Experience:** An integrative experience is required of each student as part of the general education program. The integrative experience requirement is met with ESC/BIO 440 Senior Integrative Exercise in the Life Sciences. In this course, students work individually to research a focused topic integrating concepts and methods of Environmental Studies with those of another discipline. Students work collaboratively in a small group to organize oral presentations which integrate individual topics into a broader theme, question, or problem. Students present their work at the end of the semester.

### **Major requirements: Environmental Studies and Sustainability. (41 hours)**

#### **I. Science and the Biosphere (16 hours)**

ESC 150 Principles of Environmental Science 4 hours

ESC/BIO 208 Field Biology 4 hours

ESC/BIO 280 Ecology 4 hours

ESC/BIO 360 Conservation Biology 4 hours

#### **II. Human Institutions and the Environment (12 hours)**

Required (6 hours)

At least two of the following (at least one at the 300 level):

PHI/LED 207 Effective Leadership in Community 3 hours

ECO 206 Economic Thought 3 hours

POL/PHI 240 Introduction to Political Thought 3 hours

PHI/LED 307 Power and Service Leadership 3 hours

POL 306 Environmental Politics and Policy 3 hours

POL 356 Activism and Political Organization 3 hours

Two Courses from the Following (6 hours)

ECO 104 Issues in Microeconomics 3 hours

ECO 206 Economic Thought 3 hours (if not used to fulfill the requirement above)

ECO 302 International Trade 3 hours

EDS 114 Understanding Learning 3 hours

POL 115 American Politics 3 hours

POL/PHI 240 Introduction to Political Thought 3 hours (if not used to fulfill the requirement above)

POL 230 International Relations 3 hours

POL/PHI 300 Foundations of Political Thought 3 hours

POL 306 Environmental Politics and Policy 3 hours (if not used to fulfill the requirements above)

POL 342 International Organizations 3 hours

POL 356 Activism and Political Organization 3 hours (if not used to fulfill the requirement above)

PHI/LED 207 Effective Leadership in Community 3 hours (if not used to fulfill the requirement above)

PHI/LED 307 Power and Service Leadership 3 hours (if not used to fulfill the requirement above)

### **III. Creative, Ethical, and Spiritual Perspectives on Ecology (9 hours)**

Required (6 hours)

ART 110 Creativity: Art/Design from Nature 3 hours

PHI 223 Ethics 3 hours

Complete at least one course from the following list (3 hours)

ARH 235 Outside the Mainstream 3 hours

ARH 354 Women's Issues in Contemporary Art 3 hours

ART 108 3-D Design 3 hours

ART 225 Graphic Design 3 hours

ART 241 Sculpture 3 hours

ART 318 Intermediate Ceramics 3 hours

ENG 102 Workshop in Research Writing 3 hours

ENG 111 Analyzing Literature 3 hours

ENG 161 Creative Writing 3 hours

ENG 302 Digital Culture 3 hours

PHI 210 Readings in Philosophy (Philosophies of Nature, Ecology, Environment, or Social Justice subjects only) 3 hours

REL 396 Special Topics in Religion (Religion and Ecology or Religion and Politics subjects only) 3 hours

REL/PHI 309 From Modernism to Postmodernism 3 hours

WIS 301 Wesleyan Liberal Arts Seminar: Interpretations of Land and Nature 3 hours

### **IV. Senior Seminar (3 hours)**

ESC/BIO 440 Senior Integrative Exercise in the Life Sciences 3 hours

### **V. Additional course work (1 hour)**

Electives may include any of the courses listed above, plus ESC 396, ESC 451 and ESC 452.

*The 41 hours required for the major must include at least 12 hours at the 300-level or higher.*

### **Minor Requirements: Environmental Science (32 hours)**

ESC 150 Principles of Environmental Science 4 hours

ESC/BIO 208 Field Biology 4 hours

ESC/BIO 360 Conservation Biology 4 hours

BIO 110 Principles of Biology I - Biological Processes 4 hours

BIO 112 Principles of Biology II - Diversity of Biological Systems 4 hours

CHM 101 General Chemistry I 4 hours

CHM 102 General Chemistry II 4 hours

CHM 240 Quantitative Analysis 4 hours

### **Environmental Science (ESC) Course Descriptions**

#### **ESC 150: Principles of Environmental Science.**

**Goal:** To appreciate that the Earth and its living systems sustain humankind, and to understand how the agricultural and industrial activities of human societies modify biogeochemical cycles and transform natural ecosystems, often to the detriment of ourselves and other species.

**Content:** An introduction to environmental sciences, an interdisciplinary field integrating concepts from ecology, chemistry, politics, and economics. The focus is on interactions between people and the environment, with specific topics including: human population growth; fuels and energy; pollution of air, water and soil; human alterations to global biogeochemistry, including global warming and acid rain; and responses of human societies to environmental issues. Laboratory exercises will take place in the lab and in the field.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; How the natural world functions; (SM).

**Credit:** 4 hours.

#### **ESC 208: Field Biology.**

**Goal:** To practice field techniques and quantitative skills commonly used in outdoor scientific disciplines. To learn to identify the conspicuous plant and animal species of Georgia and consider how they are adapted to their environments.

**Content:** Students will be introduced to the flora, fauna, and ecosystems of the southeastern United States in this field-intensive course. Emphasis will be on practical aspects of conducting scientific investigation outdoors, namely: taxonomic skills, field identification of plants and animals, use of dichotomous keys, techniques for sampling and describing natural populations and communities, and quantitative skills for analysis of data.

**Taught:** Fall. Alternate Years.

**Prerequisites:** BIO 110 and BIO 112; or ESC 150.

**Credit:** 4 hours; cross-listed as BIO 208.

### **ESC 280: Ecology.**

**Goal:** To understand the interrelationships between living organisms and their physical and biological environment. To develop a broad understanding of the field of ecology. To conduct ecological research.

**Content:** Ecological principles at the level of the individual, population, community, and ecosystem. Specific topics include nutrient cycles, flow of energy in ecosystems, population dynamics, evolutionary ecology, life histories, competition and other community interactions, succession, and island biogeography. Current topics in anthropogenic global change.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and 112; or ESC 150.

**Credit:** 4 hours; cross-listed as BIO 280.

### **ESC 360: Conservation Biology.**

**Goal:** To understand the reasons why many species are endangered, to examine possible solutions, and to consider the ethical and ecological ramifications of species extinctions. To appreciate the interdisciplinary nature of conservation biology by considering issues ranging from the level of the gene to the scale of the entire biosphere.

**Content:** Students read, review, and discuss current literature in this speaking-intensive course. Students will conduct both laboratory- and field-based studies. Topics include defining diversity, threats to biodiversity, population genetics of rare species, conservation strategies and nature preserves, and legal and ethical issues.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110 and 112; or ESC 150.

**Credit:** 4 hours; cross-listed as BIO 360.

### **ESC 396: Special Topics in Environmental Studies.**

**Goal:** To provide an opportunity to explore topics outside those offered elsewhere within the environmental studies curriculum or to explore in greater detail a subject covered by another course.

**Content:** An in-depth examination of a special topic within environmental studies. Topics will vary from semester to semester.

**Taught:** Offered occasionally.

**Prerequisites:** ESC 150 or permission of the instructor.

**Credit:** 3, 4 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **ESC 440: Senior Integrative Exercise in the Life Sciences.**

**Goal:** To provide a capstone integrative experience for seniors majoring in biology, neuroscience, and environmental studies. To prepare for careers and professional growth by discussing future goals and reflecting on past collegiate experiences, both in the major and in the general education curriculum.

**Content:** With faculty guidance, students will work individually to research a focused topic integrating concepts of biology, neuroscience, or environmental studies with those of another academic discipline. Students will work collaboratively in a small group to organize oral presentations incorporating individual topics into a broader theme, question, or problem. Students will make their presentations at the end of the semester to students and faculty in the Division of Natural Sciences and Mathematics. Students will also critique resumes and prepare cover letters for a variety of postgraduate opportunities.

**Taught:** Fall.

**Prerequisites:** Declared major in Biology with senior standing and completion of BIO 110, BIO 112, and BIO 203; or declared major in Environmental Studies with senior standing and completion of ESC 150; or declared major in Neuroscience with senior standing and completion of NSC 207, NSC 325, or NSC 335; or consent of instructor.

**Credit:** 3 hours; cross-listed as BIO 440 and NSC 440.

### **ESC 451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and

critical thinking from an environmental perspective. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

**Content:** Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Some emphasis is placed on research methods.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** Permission of the program director.

**Credit:** 1-6 hours.

### **ESC 452: Field Study.**

**Goal:** To afford actual experience in an environmental laboratory, consulting, or advising capacity.

**Content:** Applied areas in environmental science may be considered for internship credit. The student must submit a brief plan including objectives, anticipated activities, a list of readings, and the nature of the reports to be submitted to the sponsor.

**Taught:** Offered occasionally.

**Prerequisites:** Permission of advisor, program director, faculty sponsor, and the Director of Career Development.

**Credit:** 1-12 hours.

**ESC 499: Honors Thesis.** (Fee required).

## **Equine Assisted Therapy**

**Minor in Equine Assisted Therapy.** A minor in equine assisted therapy allows students to explore a growing field in which mental health professionals utilize horses in a therapy setting. Equine assisted therapies differ from therapeutic riding in that the therapy setting is conducted on the ground rather than in the saddle, and the horse is part of a three-pronged therapy team (mental health specialist, equine specialist, and the horse). The EAT minor takes an interdisciplinary approach to therapy giving students additional tools and experiences to carry into their professional roles upon graduation. The minor combines well with biology and psychology for students interested in veterinary studies or further study in equine assisted therapy or with business for students who wish to pursue equine-related business opportunities.

With the completion of this minor, a student will be able to:

1. Understand the basic care of horses and the management of their facilities.
2. Evaluate the effectiveness of various types of psychological interventions.
3. Create client activities and intervention plans based on the Equine Assisted Growth and Learning Association (EAGALA)'s model of Equine Assisted Therapy (EAP).

**Minor Requirements: Equine Assisted Therapy.** A minor in equine assisted therapy requires 30 hours in coursework. Courses required for the minor are BIO 103 or BIO 210, EAT 201, EAT 202, EAT 301, EAT 302, HPE 140, PSY 101, PSY 106, PSY 325, PSY 340, and PSY 452.

### **Equine Assisted Therapy (EAT) Course Descriptions**

#### **EAT 201: Herd Management 1.**

**Goal:** To introduce and give the student hands on experience with the management of an equine herd. The course will focus on the basics of horse care, horse health management and maintenance of an equine facility.

**Content:** Day to day tasks of equine management, equine first aid, equine nutrition, basic veterinary care, basic farrier care, pasture and turn out management.

**Taught:** Fall, Alternate Years.

**Prerequisite:** HPE 140 (or co-requisite).

**Credit:** 3 hours.

#### **EAT 202: Herd Management 2.**

**Goal:** To give students an overview and understanding of situations that may arise in the management of an equine facility including equine medical emergencies, emergency management, emergency prevention and an understanding of



insurance protocols as they pertain to equine facilities and clients.

**Content:** Herd dynamics and management, in depth equine health issues and treatments, emergency management, equine safety, client safety, business management and insurance protocols.

**Taught:** Spring, Alternate Years.

**Prerequisite:** EAT 201.

**Credit:** 3 hours.

### **EAT 301: Equine Assisted Therapies 1.**

**Goal:** To provide an overview of the Equine Assisted Growth and Learning Association (EAGALA) model of equine assisted psychotherapy(EAP) and understand the uses and benefits of EAP.

**Content:** History of horses as therapy animals; use of horses as a tool to improve mental health of individuals, families, and groups; equine specialist side of the EAGALA model; safety of horse and client; reading equine body language; developing intervention plans for safety reasons; developing appropriate activities for client and horse; evaluating horses for use in an equine assisted program.

**Taught:** Fall, Alternate years.

**Prerequisites:** EAT 202 or permission of the instructor; BIO 103; PSY 101.

**Credit:** 3 hours.

### **EAT 302: Equine Assisted Therapies 2.**

**Goal:** To utilize the EAGALA model in hands on labs in order to better understand the model, its benefits and how to set up sessions for client success.

**Content:** Developing and implementing plans for activities, understanding goals and outcomes of equine assisted therapy sessions, setting up for a session, running a session, discussion and processing of an equine assisted therapy session.

**Taught:** Spring, Alternate years.

**Prerequisite:** EAT 301.

**Credit:** 3 hours.

### **EAT 396: Special Topics in Equine Assisted Therapy.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **EAT 451: Directed Independent Study.**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in accounting selected in consultation with the instructor.

**Content:** Varies.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the topic selected.

**Credit:** 1–6 hours.

### **EAT 452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of equine assisted therapy.

**Content:** Observation and participation in the work of equine assisted therapy.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

### **EAT 499: Honors Thesis.** (Fee required).

## Finance

The finance minor is intended for students who have an interest in developing a strong foundation in financial decision-making by offering courses designed to develop the student's analytical skills and financial problem solving abilities. Such skills can broaden a student's career opportunities, as most business decisions are financially based. These same skills are also important when making personal investment decisions, regardless of career. The minor is especially valuable for students preparing for an MBA, or in engineering and the natural and physical sciences, as well as students considering graduate work in business. A finance minor helps prepare students to apply their major degree to fields such as banking, financial services, corporate finance, investment management, real estate, insurance enterprise risk management and consulting.

**Minor Requirements: Finance.** A minor in finance consists of a minimum of 18 hours distributed as follows:  
*All courses are 3 hours.*

### Required Courses (12 hours)

ACC 201: Financial Accounting: Concepts and Applications

ACC 205: Principles of Finance

ECO 102: Issues in Macroeconomics or ECO 104: Issues in Microeconomics

MAT 220: Statistical Methods

### Additional Courses (6 hours)

*Choose two courses from the following:*

BUS 320: Investment Analysis

ECO 300: Money and Banking

ECO 330: Econometrics

## Accounting (ACC) Course Descriptions

### **ACC 201: Financial Accounting: Concepts and Applications**

**Goal:** To give the student an appreciation and understanding of recording and accounting for business transactions.

**Content:** An introduction to the fundamentals, practices, and procedures of financial accounting. Covers the basic financial accounting concepts, the accounting cycle, and financial statement preparation.

**Taught:** Fall

**Prerequisite:** None

**Credit:** 3 hours

### **ACC 205: Principles of Finance**

**Goal:** To acquaint students with the principles and institutions of financial and capital markets, and with the financial operations of a business firm.

**Content:** Study of basic financial principles with an emphasis on interest rate determination in competitive market economies, the capital asset pricing model and operation of securities markets.

**Taught:** Fall, Spring, Summer

**Prerequisites:** ACC 201, ECO 102 or ECO 104, MAT 220, and BUS 128, or permission of instructor

**Credit:** 3 hours

## Business (BUS) Course Descriptions

### **BUS 320: Investments Analysis**

**Goal:** To acquaint students with the selection of common stocks, bonds, and other securities from the perspectives of both the individual and institutional investor.

**Content:** Basic concepts of investment management using risk/return analysis and empirical evidence to examine the securities valuation, the efficient markets hypothesis, portfolio diversification strategies, and investment decision-making in changing markets.

**Taught:** Spring

**Prerequisite:** None

**Credit:** 3 hours

## **Economics (ECO) Course Descriptions**

### **ECO 102: Issues in Macroeconomics**

**Goal:** To acquaint students with the structural framework and principles involved in the determination of the level of aggregate economic activity: national income, output, employment, and price levels.

**Content:** Functioning of the economy from the national policy perspective through the study of national income and output, interest rates, money supply, price level, federal budget deficits, and international trade deficits.

**Taught:** Fall, Spring

**Prerequisite:** MAT 130 or higher

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (PS)

**Credit:** 3 hours

### **ECO 104: Issues in Microeconomics**

**Goal:** To acquaint students with theory relating to decision-making by consumers and firms in product markets.

**Content:** Study of choice in the face of scarce resources; the analysis of the consumer trying to maximize satisfaction and of the firm trying to maximize profits under varying market structures.

**Taught:** Fall, Spring

**Prerequisite:** MAT 130 or higher

**Gen. Ed. Category:** Exploring; Individuals & Communities; (PS)

**Credit:** 3 hours

### **ECO 300: Money and Banking**

**Goal:** To analyze and understand the rapidly changing financial market, emphasizing the role of money and banking institutions in the economic system.

**Content:** Analysis of money in the economic organization, monetary theory, methods of stabilizing the price level, theories of bank deposits, discount policy, and the regulation of credit by central banks and interest rates.

**Taught:** Spring

**Prerequisites:** ECO 102 and ECO 104

**Credit:** 3 hours

### **ECO 330: Econometrics**

**Goal:** To provide an introduction to methods of quantitative analysis of economic data.

**Content:** This course reviews basic statistical methods and probability distributions. Topics include data management using professional statistical software applications, multiple regression analysis, hypothesis testing under conditions of multicollinearity, heteroscedasticity, and serial correlation.

**Taught:** Spring, alternate years

**Prerequisites:** ECO 102, ECO 104, and MAT 220

**Credit:** 3 hours

## **Mathematics (MAT) Course Descriptions**

### **MAT 220: Statistical Methods**

**Goal:** To introduce students to the logic of designing an experiment and interpreting the quantitative data derived from it.

**Content:** A study of the binomial and normal distributions, measures of central tendency, tests of hypotheses, chi-square tests, tests for homogeneity and independence, confidence intervals, regression, and correlation.

**Taught:** Fall, Spring

**Prerequisite:** MAT 130, 140, 192, or equivalent placement

**Cross-listed as:** PSY 220

**Gen. Ed. Category:** Foundation Building; Quantitative Reasoning

**Credit:** 3 hours

## Forensic Science

**Minor in Forensic Science.** Forensic issues are increasingly informed by those who are trained to objectively apply scientific procedures in criminal investigations and prosecutions. This can include the steps necessary for DNA analysis and interpretation, the identification of trace elements from a crime scene, or an understanding of the proper composition required for an unbiased lineup. The Forensic Science minor brings together courses across a variety of scientific fields, including biology, chemistry, and psychology. Although any student could complete the minor, it is expected that students who have a major in biology, chemistry or psychology will be most likely to do so; having this minor could increase marketability for students interested in working in forensic science areas.

**Minor requirements:** The Forensic Science minor requires 29 hours of course work, as shown below:

BIO 110 Principles of Biology I: Biological Processes (4 hours)  
BIO 112 Principles of Biology II: Diversity of Biological Systems (4 hours)  
BIO/FSC 345 Forensic Biology (4 hours)  
CHM 101 General Chemistry I (4 hours)  
CHM/FSC 325 Forensic Chemistry (4 hours)  
PSY 101 General Psychology (3 hours)  
PSY 260 Drugs and Behavior (3 hours)  
PSY/FSC 330 Forensic Psychology (3 hours)

Students minoring in Forensic Science are encouraged to complete MAT 220 (Statistics) and CHM 102 (General Chemistry II) in addition to the minor. Students are also encouraged to collaborate with their advisors to develop a PDE related to this minor.

### Forensic Science (FSC) Course Descriptions

#### **FSC 325: Forensic Chemistry.**

**Goal:** To build upon fundamental chemical principles by applying critical thinking skills to forensic analyses of minute sample sizes similar to those typically found as trace evidence at crime scenes. To understand the methods and challenges associated with forensic science from a chemical perspective.

**Content:** This course is designed to introduce students to the role modern chemistry plays in crime laboratories through analyses of samples for substances including, but not limited to, illicit drugs, gun-powder residue, paint, and heavy metals. Laboratory exercises focus on challenges associated with sample preparation in forensic analyses as well as the scrutiny with which laboratory results of this nature are usually subjected when they enter the legal system. Students gather qualitative as well as quantitative data as they gain hands-on experience with instrumental laboratory tools including chromatographic and spectrometric techniques.

**Taught:** Spring. Alternate years.

**Prerequisite:** CHM 101.

**Credit:** 4 hours, cross-listed as CHM 325.

#### **FSC 330: Forensic Psychology.**

**Goal:** To understand the application of psychological principles to forensic psychology.

**Content:** Forensic Psychology involves the application of psychological knowledge or methods to a task faced by the legal system. Both the production and application of the knowledge and methods of psychology to the civil and criminal justice system are explored (e.g., eyewitness memory and testimony, criminal behavior, jury decision making, and competency evaluations).

**Taught:** Fall.

**Prerequisite:** PSY 101.

**Credit:** 3 hours; cross-listed as PSY 330.

#### **FSC 345: Forensic Biology.**

**Goal:** The course will require students to apply fundamental cell biological, biochemical, histological, physiological and molecular biology principles and techniques to the analysis of trace materials that are typically found at crime scenes.

**Content:** This course will emphasize critical thinking and problem solving skills and will reinforce the importance of accuracy in laboratory science experiments. Course material will cover the biochemical, physiological and molecular basis of forensic methods and case studies will be used to contextualize the use of forensic biology techniques as they are applied to crime scene investigation and conservation biology. Laboratory exercises will include histological analysis of

plant, animal and human tissues, basic and forensic serology techniques and forensic DNA analysis.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and BIO 112.

**Credit:** 4 hours; cross listed as BIO 345.

### **FSC 396: Special Topics in Forensic Science.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **FSC 451: Directed Independent Study.**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in accounting selected in consultation with the instructor.

**Content:** Varies.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the topic selected.

**Credit:** 1–6 hours.

### **FSC 452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of accounting.

**Content:** Observation and participation in the work of accounting professionals.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

### **FSC 499: Honors Thesis.** (Fee required).

## **French**

The French program provides a firm foundation of skills and knowledge in French language and Francophone culture. Still one of the most widely spoken and studied languages on the world stage, French opens the doors to international organizations that always include it as a working language, to African nations and work with NGOs, and to Canada.

The French program provides a firm foundation of skills and knowledge in French language and Francophone culture. Still one of the most widely spoken and studied languages on the world stage, French opens the doors to international organizations that always include it as a working language, to African nations and work with NGOs, and to Canada (Québec). Students with previous study in French will take the French placement test in order to begin at the appropriate course level. Students in French may participate in a year, semester, or summer study program in a French-speaking country. Courses taken abroad may be substituted for required courses, on the recommendation of the French faculty and with the approval of the Modern Language Chair and the Registrar.

Knowledge of French is beneficial for majors in the fine arts, business, communication, education, English, history, politics and global studies, math, science or other languages. Faculty advisors provide counsel on graduation requirements, overseas programs, jobs, and graduate study.

### **French (FRN) Course Descriptions**

#### **FRN 101, 102: Elementary French I, II.**

**Goal:** To teach students to speak, understand, read, and write French.

**Content:** Subjects used for learning the four basic skills include French culture and everyday situations.

**Taught:** FRN 101, Fall; FRN 102, Spring.

**Prerequisite:** FRN 101 or equivalent for FRN 102.

**Credit:** 3, 3 hours (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement).

**FRN 211: Intermediate French I.**

**Goal:** To continue the development of speaking, reading, listening and writing in French.

**Content:** Emphasis on comprehension and analysis of a variety of texts in order to understand the impact of historical events on current Francophone countries, and to explore potential solutions to challenges facing them.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena, (HUM).

**Prerequisite:** FRN102 or equivalent placement.

**Credit:** 3 hours.

**FRN 212: Intermediate French II.**

**Goal:** To solidify and add more precision to skills in speaking, reading, listening and writing in French to prepare students for 300 level courses.

**Content:** Emphasis on grammar usage, writing, and conversation while continuing to explore the French-speaking world.

**Taught:** Spring.

**Prerequisite:** 211 or placement by the department.

**Credit:** 3 hours.

**FRN 300: Seminar in Francophone Studies.**

**Goal:** Students analyze texts in order to identify issues in the Francophone world arising from increasingly complex global connections based in the culture and history of a French colonial past. They will strengthen communication skills in an intercultural context.

**Content:** In this course students will explore the complexities of the French-speaking world by focusing on issues such as language, French identity, immigration, politics, race, class, gender and colonialism. Students will read a variety of texts (literature, scholarly articles) as well as view films and artwork. Topics and regional focus will vary.

**Taught:** Alternate years.

**Prerequisites:** WISE 101 or ENG 101.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; (HUM).

**Credit:** 3 hours.

**FRN 303: Advanced French Conversation.**

**Goal:** To improve French speaking and listening skills.

**Content:** The goal of this course is to offer students as much time speaking French as possible. This goal may be met through activities such as debates, discussions of films, news articles, and culture, student presentations, role play, drama.

**Taught:** Alternate years.

**Prerequisites:** FRN 211 and FRN 212 or equivalents.

**Credit:** 3 hours.

**FRN 305: French Civilization to the Revolution.**

**Goal:** To introduce students to French civilization through the beginnings of the Revolution in 1789.

**Content:** From the tumultuous rivalries of warring principalities to the fall of the monarchy, this course explores French history, culture, art, politics, and influence.

**Prerequisites:** FRN 211 and FRN 212 or equivalents, and permission of the instructor.

**Credit:** 3 hours.

**FRN 306: French and Francophone Civilization after 1800.**

**Goal:** To introduce students to modern French history and culture.

**Content:** FRN 211 and 212 or equivalents, and permission of the instructor.

**Credit:** 3 hours.

**FRN 318: Advanced Composition.**

**Goal:** To refine writing skills and to enrich vocabulary, emphasizing grammar.

**Content:** Topics relating to French culture and literature. Weekly writing assignments, translation, and advanced reading.

**Taught:** Fall.

**Prerequisite:** FRN 212 or equivalent.

**Credit:** 3 hours.

**FRN 327: Business French.**

**Goal:** To provide students with the vocabulary needed to communicate effectively, both orally and in writing, and to transact daily business operations in French. To help students become better prepared for the ever-increasing demands of the growing international market.

**Content:** The course combines practical language with the study of French business terminology. Emphasis is on conversation and business transactions such as preparing commercial correspondence, reading and writing and translating contracts and other related documents in French.

**Taught:** Offered occasionally.

**Prerequisite:** FRN 318 or equivalent and permission of instructor.

**Credit:** 3 hours.

**FRN 350: French Phonetics.**

**Goal:** To improve French pronunciation by studying the International Phonetic Alphabet, learning pronunciation rules, and practicing in and out of class.

**Content:** Learn the International Phonetic Alphabet in order to transcribe French and read transcription of French in order to practice and improve pronunciation. Additionally, students will practice phrasing, intonation, liaison, and accentuation.

**Taught:** Spring alternate years.

**Prerequisite:** FRN 211 and FRN 212 or equivalents, and one 300-level French course or permission of the instructor.

**Credit:** 3 hours.

**FRN 367: Survey of French Literature: Middle Ages to 18th Century.**

**Goal:** To acquaint students with French literature from the Middle Ages to the 18th century, with special attention to historical conditions and to the development of literary thought and genres.

**Content:** Poetry, drama, and prose. Selections from major authors such as Marie de France, Rabelais, Marguerite de Navarre, Moliere, Isabelle de Charriere, and Voltaire.

**Prerequisites:** FRN 318 or equivalent.

**Credit:** 3 hours.

**FRN 368: Survey of French Literature: 19th and 20th Centuries.**

**Goal:** To acquaint students with the literature of the 19th and 20th centuries from both France and Francophone regions such as Quebec, West Africa, and the French Caribbean.

**Content:** Poetry, drama, and prose. Selections from major authors such as Victor Hugo, Emile Zola, Eugene Ionesco, Gustave Flaubert, Anne Hebert, Andre Breton, Simone de Beauvoir, and Maryse Conde.

**Prerequisites:** FRN 318 or equivalent.

**Credit:** 3 hours.

**FRN 396: Special Topics in French.**

**Goal:** To allow students to concentrate on a particular area of language or literature.

**Content:** Varied.

**Taught:** Occasionally.

**Prerequisite:** At least one 300-level course and permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**FRN 451: Directed Independent Study.**

**Goal:** To provide additional advanced work in French language or literature.

**Content:** Varied, according to course taught.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** Permission of the instructor and the program director. Open to advanced students.

**Credit:** 1-6 hours

**FRN 452/199: Field Study.**

**Goal:** To provide practical experience in the field.

**Content:** A wide range of cultural, and social events; intensive French at the appropriate level in accordance with student

ability and background.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** Permission of the instructor and program director.

**Credit:** 1-12 hours.

**FRN 475: Portfolio Presentation.**

**Goal:** To provide a capstone experience for French majors in which students construct and present a senior ePortfolio to document their integrative experience.

**Content:** Students will use the completed portfolio and subsequent oral presentation to reflect upon the interdisciplinary nature of their course of study. The final step in the process will be to submit the completed ePortfolio to the Modern Foreign Language faculty for evaluation and assessment of the student's integrative experience.

**Taught:** Spring.

**Credit:** 1 hour.

**FRN 499: Honors Thesis.** (Fee required).

## German

The following courses are offered in order to help prepare students for study abroad or for business endeavors in Germany, or to enhance a student's study in areas such as art, international relations, music, philosophy, political science, and psychology.

### German (GER) Course Descriptions

**GER 101, 102: Elementary German I, II.**

**Goal:** To teach students to speak, understand, read, and write simple German.

**Content:** German grammar, culture, and literature, and everyday situations.

**Taught:** GER 101, Fall; GER 102, Spring.

**Prerequisite:** None for GER 101; GER 101 or equivalent for GER 102.

**Credit:** 3; 3 hours (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement).

**GER 211, 212: Intermediate German I, II.**

**Goal:** To improve and develop speaking, reading and writing in German through dialogs, magazine articles and literary selections.

**Content:** Emphasis on comprehension of advanced conversation and stories. Grammar study as well as telling and comparing stories.

**Taught:** GER 211, Fall occasionally; GER 212, Spring occasionally.

**Prerequisites:** GER 102 or equivalent for GER 211; GER 211 or equivalent for GER 212.

**Credit:** 3; 3 hours.



## Health and Physical Education

The Wesleyan College Health and Physical Education program is designed to promote the introduction of lifetime activities to the student. The activities offered complement the academic and spiritual growth in other areas of Wesleyan College as we prepare the students for the physical challenges of the world. In addition to graded, credit-bearing courses, Wesleyan College offers non-credit fitness activities, certification courses in First Aid and CPR, and self-defense courses through the Mathews Athletic Center and the Athletic Department.

### Health and Physical Education (HPE) Course Descriptions

#### **HPE 100: Health and Wellness.**

**Goal:** To help the student explore fitness, wellness, and health.

**Content:** Setting realistic goals for wellness, incorporating individual physical fitness levels and personal goals. Physical fitness assessment and fitness activities.

**Credit:** 1 hour. May not be repeated.

#### **HPE 101: Walking/Jogging for Fitness.**

**Goal:** The use of walking and/or jogging to improve health and fitness. Attention is directed at development of an individualized program and increased understanding of the importance of aerobic exercise.

**Content:** Setting realistic aerobic fitness goals, assessment of goal completion and incorporating individual physical fitness levels.

**Credit:** 1 hour. May not be repeated.

#### **HPE 138: Team Sports.**

**Goal:** To encourage students' ability to participate in team sports as players and spectators.

**Content:** Rules, regulations, techniques, terminology, and skills associated with various team sports.

**Credit:** 1 hour; fee required. Students may repeat this course three times for a maximum of four semester hours.

#### **HPE 112: Fundamentals of Yoga.**

**Goal:** To provide an opportunity for the students to combine physical relaxation, self-control, and movement exploration.

**Content:** Classical yoga practice along with complementary movement exploration designed to strengthen all body systems, build endurance, and develop self-awareness.

**Credit:** 1 hour. May not be repeated.

#### **HPE 113: Triathlon Training.**

**Goal:** Introduction to the concept of swimming, running, and cycling as a form of intensive cross-training for physical fitness.

**Content:** Goal-setting, discipline, nutrition, elementary physiology, equipment upkeep and regular running, swimming, and cycling.

**Prerequisite:** Beginning swimming/background in running/swimming/cycling. Appropriate apparel and equipment required (i.e. swim goggles, cap, swimsuit, running gear).

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

#### **HPE 114: Running.**

**Goal:** Introduce student to necessary skills to embark on a course of training to run various distances (e.g. 3-6 miles).

**Content:** Goal-setting, discipline, nutrition, elementary exercise physiology, and regular running.

**Prerequisite:** Background in running/walking.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

#### **HPE 116: Strength Training and Conditioning.**

**Goal:** To introduce students to concepts involved in strength and endurance training.

**Content:** Exercise physiology, designing a weight training program, flexibility and safety.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

#### **HPE 118: Tai Chi.**

**Goal:** To introduce the student to the traditional Chinese exercise of Tai Chi.

**Content:** Learn the fundamentals, terminology, and basic movements of Tai Chi.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**HPE 120: Ballet.**

**Goal:** Ballet technique and theory.

**Content:** Positions and placement of the body, barre and center floor, adagio, and allegro work, and beginning choreography.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**HPE 122: Modern Dance.**

**Goal:** To introduce the student to movement, rhythm, and body awareness.

**Content:** Strength and flexibility, basic combinations, rhythm, beginning theory and choreography, and introductory modern idioms.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**HPE 124: Jazz Dance.**

**Goal:** To introduce the student to basic jazz dance techniques.

**Content:** Strength and flexibility, beginning level combinations and across-the-floor work.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**HPE 127: Dance Performance.**

**Goal:** Offers practical experience in dance rehearsal and performance.

**Content:** With a varying focus each term, instruction and participation in dance performance will be based on cultural origins, significance, and motivation. The use of costumes may be explored.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**HPE 140/144: Fundamentals of Riding I.**

**Goal:** This mounted class will introduce the student to the seven physical qualities of a good position to achieve the four fundamentals of riding: unity, security, effective use of the aids, and non-abuse. The class is designed for those students at the beginning level. Western and hunt seat are taught.

**Content:** The use of correct attire and proper turnout for both horse and rider; the correct preparation and use of the horse and related tack both before and after riding; position work and levels of control and how they are related to performance; emphasis on safety.

**Credit:** 1 hour; fee required. Course may be repeated depending on rider's level and ability.

**HPE 180/184: Fundamentals of Riding II.**

**Goal:** A continuation of riding on the sophomore level. Refined use of the aids and improved cooperation with the horse. This class is designed for riders who have already had some formal instruction. Western and hunt seat are taught.

**Content:** Correct development and use of the seat and its effects on the horse; developing and improving the unity and balance between the rider and the horse; coordinating aids in relation to the mechanics of the horse with emphasis being placed on correct timing.

**Prerequisite:** HPE 140/144 or permission of instructor.

**Credit:** 1 hour; fee required. Course may be repeated depending on rider's level and ability.

**HPE 190: Varsity Athletics: Basketball.**

**Goal:** To improve the skills of varsity athletes in basketball.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**HPE 191: Varsity Athletics: Cross Country.**

**Goal:** To improve the skills of varsity athletes in cross country.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**HPE 192: Varsity Athletics: Soccer.**

**Goal:** To improve the skills of varsity athletes in soccer.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**HPE 193: Varsity Athletics: Softball.**

**Goal:** To improve the skills of varsity athletes in softball.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**HPE 194: Varsity Athletics: Tennis.**

**Goal:** To improve the skills of varsity athletes in tennis.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**HPE 195: Varsity Athletics: Volleyball.**

**Goal:** To improve the skills of varsity athletes in volleyball.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**HPE 196: Varsity Athletics: Track.**

**Goal:** To improve the skills of varsity athletes in track.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**HPE 200: Health, First Aid, and CPR.**

**Goal:** Introduction to the knowledge, skills, and abilities necessary in an emergency to sustain life, reduce pain, and minimize the consequences of sudden illness or injury until professional medical help arrives as well as obtain certification in Basic First Aid, CPR, and AED (adult, child and infant) through the American Heart Association.

**Content:** A Study of the methods of caring for injuries and applying first aid to the injured, along with methods of prevent injuries and accidents. Areas of instruction will include fundamentals of first aid, cardio-pulmonary resuscitation, general emergency response, and other health topics.

**Taught:** Spring.

**Prerequisite:** None.

**Credit:** 1 hour.

**HPE 207: Beginning Tennis.**

**Goal:** To master the fundamentals of tennis.

**Content:** Stroke technique and rules.

**Credit:** 1 hour. May not be repeated.

**HPE 208: Intermediate Tennis.**

**Goal:** To increase the skill level in tennis.

**Content:** Game situation, continued stroke technique, and strategy.

**Prerequisite:** HPE 207 or permission of instructor.

**Credit:** 1 hour. May not be repeated.

**HPE 209: Golf.**

**Goal:** To master the fundamentals of golf.

**Content:** Rules, regulations, skills development, and use of different clubs.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**HPE 212: Beginning Tae Kwon Do.**

**Goal:** To equip students with basic self-defense methods.

**Content:** Rules, regulations, skill development, and conditioning.

**Credit:** 1 hour; fee required. May not be repeated.

**HPE 240/244: Fundamentals of Riding III.**

**Goal:** A continuation of riding on the Junior level, riders will continue to develop their riding skills, making their riding more economical and effective. Student should be able to demonstrate a good working position that utilizes the seven physical qualities and the four fundamentals.

**Content:** Develop in the rider an understanding of the rein and leg actions and how they affect the horse; gain a feeling for the horse's physical effort as well as his mental attitude. Content will be more specific to meet the needs of the style of riding chosen. Western Horsemanship will follow guidelines set forth by the American Quarter Horse Association. Hunt Seat Equitation will follow the guidelines set forth by the American Horse Show Association.

**Prerequisite:** HPE 180/184 or permission of instructor.

**Credit:** 1 hour; fee required. Course may be repeated depending on rider's level and ability.

**HPE 280/284: Fundamentals of Riding IV.**

**Goal:** A continuation of riding on the Senior level, riders will continue to develop their riding skills, making their riding more economical and effective. The student should be able to demonstrate a performance which is fluid and shows instinctive reactions to the horse's efforts. A strong working position and an understanding of schooling techniques that enhance the horse's performance will be emphasized.

**Content:** Develop more fully in the rider an understanding of the rein and leg actions and how they affect the horse; develop a deeper understanding of the levels of control and how they relate to schooling the horse.

**Prerequisite:** HPE 240/244 or permission of instructor.

**Credit:** 1 hour; fee required. Course may be repeated depending on rider's level and ability.

**HPE 312: Advanced Tae Kwon Do.**

**Goal:** To master advanced Tae Kwon Do techniques.

**Content:** Advanced techniques, skill development, and conditioning.

**Prerequisite:** HPE 212 or permission of instructor.

**Credit:** 1 hour; fee required. May not be repeated.

**HPE 396: Special Topics in Health and Physical Education.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.

**Credit: 1-3 hours.** A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**HPE 412: Professional Preparation for Elementary School Health and Physical Education.**

**Goal:** To prepare elementary school teachers to teach health and physical education.

**Content:** Strategies, lesson plans, and practical experiences for the teaching of a variety of effective skills and activities appropriate for elementary school children.

**Credit:** 3 hours. May not be repeated.

**HPE 415: Black Belt Tae Kwon Do.**

**Goal:** To advance students to the black belt level in the art of Tae Kwon Do.

**Content:** Students will learn advanced concepts and strategies. Advanced self-defense applications will be explored.

**Prerequisite:** HPE 212 and HPE 312.

**Credit:** 1 hour; fee required. May not be repeated.

## Healthcare Administration

Healthcare is the largest and fastest changing industry in the U.S., making up close to 18% of our national gross domestic product (GDP). To make effective decisions, professionals working in the field must understand basic business principles and tools related to finance, information systems, strategic planning, human resource management, and marketing.

In the field of healthcare administration, one may be responsible for establishing and implementing the policies and objectives of a specific clinical or administrative department or service within a single facility, or an entire health care organization or system. A minor\* in healthcare administration will prepare the student to work in a variety of settings, including:

- Clinic/Medical group practice
- Hospital/Health system
- Home health/Hospice services
- Residential/Long-term care
- Insurance/Managed care
- Medical supply company
- Government Services
- University/Research Institution

A minor in healthcare administration will provide the student with strong leadership abilities, including excellent communication and relationship management skills, diplomacy, collaboration and teamwork, adaptability and ability to manage change, and mentoring. The healthcare administration minor is designed to complement the student's major with the objective of providing an introductory curriculum, which can assist the student in gaining employment in healthcare and healthcare related career fields. This objective can be achieved by: building on general education core foundations; introducing students to health services management functions through the mastery of certain skills including communication, decision-making, and coordination; and preparing students for graduate study.

*\* Healthcare administration is also offered as a concentration for business administration majors; please see the [Business Administration](#) page of the course catalogue for additional details.*

### Required Courses (18 hours)

*Each course listed is 3 hours.*

BUS/HCA 308: Introduction to Healthcare Administration

BUS/HCA 309: Healthcare Operations and Quality Improvement

BUS/HCA 313: Healthcare Policy and Economics

BUS/HCA 314: Legal Aspects of Healthcare

BUS/HCA 340: Healthcare Information Systems Management

BUS 328: Art of Business Leadership

### Healthcare Administration (HCA) Course Descriptions

#### **HCA 308: Introduction to Healthcare Administration**

**Goal:** To examine the behavioral and organizational factors that affect healthcare managers and to examines some of the strategies for problem solving and implementing change.

**Content:** Included will be information on the U.S. healthcare delivery system and examine the historical growth of the healthcare system, trends for the future, and the various settings where healthcare is provided.

**Taught:** Fall, Spring

**Prerequisite:** None

**Cross-listed as:** BUS 308

**Credit:** 3 hours

#### **HCA 309: Healthcare Operations and Quality Improvement**

**Goal:** To understand quality management and improvement is important in healthcare operations because of patient care, safety, and outcomes.

**Content:** This course will address quality management tools and concepts, including root cause analysis and performance indicators.

**Taught:** Fall.

**Prerequisite:** BUS/HCA 308

**Cross-listed as:** BUS 309

**Credit:** 3 hours

### **HCA 313: Healthcare Policy and Economics**

**Goal:** To introduce students to U.S. health policy and how it is developed, and the requirements of the major regulatory agencies.

**Content:** Major debates related to healthcare legislation will be discussed. The course will also look at how basic economic principles influence policy decisions.

**Taught:** Spring

**Prerequisite:** BUS/HCA 308

**Cross-listed as:** BUS 313

**Credit:** 3 hours

### **HCA 314: Legal Aspects of Healthcare**

**Goal:** To examine laws and regulations that guide almost every interaction in healthcare.

**Content:** This course will explore the evolution of the laws and regulatory agencies that are actively involved in healthcare administration, and the contemporary issues that are likely to affect healthcare in the future.

**Taught:** Fall, Spring

**Prerequisite:** BUS/HCA 308

**Cross-listed as:** BUS 314

**Credit:** 3 hours

### **HCA 340: Healthcare Information Systems Management**

**Goal:** To introduce the student to the principles of computer technology related to health care with emphasis on computerized medical billing, health care data collection, storage, retrieval, security arrangement, presentation, and verification. This course will also introduce the components and requirements of the electronic health record.

**Content:** Origins, sources and content of healthcare data; technologies used to manage and control healthcare databases; key components of healthcare databases; telecommunications technology; electronic medical record (EMR); project management; systems evaluation.

**Taught:** Annually

**Prerequisite:** None

**Cross-listed as:** BUS 340

**Credit:** 3 hours

## **History**

The history minor introduces students to the theory and practice of understanding and studying the human past. Courses approach the study of history from a variety of chronological, and geographical perspectives. In studying history, students learn to read critically, argue persuasively, and write effectively, and come to a fuller understanding of the nature of the human experience and the meaning of global citizenship. Students with coursework in history are sought-after for a wide variety of postgraduate studies and careers, including in law, education, public history and historic preservation, journalism, government and public service, non-profit organizations, archival and library specialties, and business.

An Important Note about Career Preparation: History is an incredibly versatile major and many students will find the combination of a history major with a second major (e.g., Politics, History, and Global Affairs; Religion, Philosophy, and Social Change; Spanish), minor (Asian Studies, Communication, Education Studies, Political Science, Pre-Law, Spanish), or certificate (Leadership and Social Change) to be a good way to prepare for a specific career. Students should meet with history faculty early in their studies to discuss long-term career goals and the best combination of studies to achieve them.

## **Minor Requirements: History (18 hours)**

### **1. Required (9 hours)**

HIS 120 Early Civilizations 3 hours

and

HIS 125 Emergence of the Modern World 3 hours

or

HIS 130 The American Experience to 1877 3 hours

and

HIS 135 The American Experience Since 1877 3 hours

HIS 299 Historical Methods

### **2. Electives (9 hours)**

Three additional history courses at the 200-300 level, only one of which may be at the 200-level. HPGA majors cannot use their major coursework to fulfill this part of the minor requirements.

## **History (HIS) Course Descriptions**

### **HIS 120: Early Civilizations.**

**Goal:** This course is designed to meet two goals: first, to provide students with an overview of the development of the world's major pre-modern civilizations, from the origins of humankind to 1500 C.E., and second, to build students' ability to think critically about history and analyze evidence in the form of a variety of primary sources.

**Content:** In this course students investigate and compare the cultures, political structures, and social organizations of pre-modern world civilizations, with particular emphasis on three major themes - 1) The evolving relationship between the individual and society; 2) Distinctions based on class, ethnicity, and gender; and 3) Points of contact between civilizations.

- By the end of this course, students shall be familiar with the major civilizations of the pre-modern world and be able to explain the most significant developments that led to the modern world. They shall also be able to critically analyze major types of historical evidence and use that evidence to draw conclusions about the past.

**Taught:** Fall, alternate years.

**Prerequisite:** None.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (SBS).

**Credit:** 3 hours.

### **HIS 125: The Emergence of the Modern World.**

**Goal:** This course is designed to meet two goals: first, to provide students with an overview of the development of world civilization from the beginning of the Age of European exploration to the near present, and second, to build students' ability to think critically about history and analyze evidence in the form of a variety of primary sources.

**Content:** In this course students investigate and compare the cultures, political structures, and social organizations of world civilizations in the early-modern and modern period, with particular emphasis on three major themes - 1. the changing relationship between individuals and the state; 2. distinctions and conflict based on class, ethnicity, religion, and gender; 3. how and why Europe achieved hegemony in the world during the modern era, and how this power declined in the 20th century. - By the end of this course, students shall be familiar with the major civilizations of the modern world and be able to explain the most significant developments of the period. They shall also be able to critically analyze major types of historical evidence and use that evidence to draw conclusions about the past.

**Taught:** Spring, alternate years.

**Prerequisite:** None.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (SBS).

**Credit:** 3 hours.

### **HIS 130: The American Experience to 1877.**

**Goal:** To analyze and evaluate the many forms of evidence that historians use to interpret and write history within the context of the origins, development, and impact of American history through Reconstruction.

**Content:** Through an analysis of various types of historical documentation such as newspapers, diaries, speeches, journals, official records, oral histories, photographs, and art, students will examine American history from the Age of Discovery through the Civil War.

**Taught:** Fall, alternate years.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (SBS).

**Prerequisite:** None.

**Credit:** 3 hours.

### **HIS 135: The American Experience Since 1877.**

**Goal:** To analyze and evaluate the many forms of evidence that historians use to interpret and write history within the context of the origins, development, and impact of U.S. history since Reconstruction.

**Content:** Through an analysis of various types of historical documentation such as newspapers, diaries, speeches, journals, official records, oral histories, photographs, films, and art, students will analyze U.S. history from the Civil War to the contemporary era.

**Taught:** Spring, alternate years.

**Prerequisite:** None.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (SBS).

**Credit:** 3 hours.

### **HIS 207: Sophomore Professional Development Practicum.**

**Goal:** To provide a foundation for career and graduate school readiness through individual and group reflection and personal reflection.

**Content:** In the first of three professional development seminars students explore career options in their major field, develop resumes, and begin work on a career portfolio. This seminar is intended for sophomores but can also be taken by students transferring to Wesleyan with junior or senior status.

**Taught:** Fall.

**Prerequisite:** None.

**Credit:** 1 hour; cross-listed as POL 207.

### **HIS 210: The West and The Classical Age.**

**Goal:** Students will be asked to hone critical thinking skills by analyzing primary and secondary sources related to these civilizations, making comparisons between civilizations, and conveying their thoughts in several written exercises.

**Content:** This course explores the history of the ancient and classical civilizations that contributed to the development of Western Civilization, including those of the Near East, Greece, and Rome.

**Taught:** Alternate years.

**Prerequisite:** None.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (SBS).

**Credit:** 3 hours.

### **HIS 215: Reacting to the Past.**

**Goal:** This course allows students to engage deeply with historic sources and to consider the long- and short-term causes of historical conflicts. Students will express themselves persuasively and effectively on historical topics in written and oral communication.

**Content:** Students enrolled in this course will complete two to three extended historical simulations in which they play characters with specific and collective victory conditions. Students will be asked to read, write, and speak extensively based on their analyses of historical texts and situations.

**Taught:** Alternate years.

**Gen. Ed. Category:** Foundation Building; Speaking Competency (SBS).

**Prerequisite:** None.

**Credit:** 3 hours.

### **HIS 257: African American History.**

**Goal:** The goal of the course is to enhance students' understanding of the social, economic, cultural, intellectual, and political history of African Americans from the colonial era to the present.

**Content:** The course focuses on major themes in African American history, including the transatlantic slave trade and the African Diaspora, slavery and freedom, reform and radicalism, assimilationism and nationalism, within the broader context of American history.

**Taught:** Alternate Years.

**Prerequisite:** None.



**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (SBS).

**Credit:** 3 hours.

**HIS 267: Women in World History.**

**Goal:** To provide students with an introduction to the role of women in world history and to have students read critically from a variety of primary and secondary sources on topics related to women's changing role in different cultures.

**Content:** Using the experience of women as the unifying theme, this course will take a comparative approach to different civilizations from the ancient, medieval, early modern, and modern periods around the world.

**Taught:** Alternate years.

**Prerequisite:** None.

**Gen. Ed. Category:** Synthesizing Perspectives, Women's Experiences, (SBS).

**Credit:** 3 hours; cross-listed as WST 267.

**HIS 299: Historical Methods & Historiography.**

**Goal:** To introduce students to the nature of historical inquiry, to the questions such inquiry raises, and to the basics of discipline-specific writing.

**Content:** Required for history, political science, and international relations majors who should take it in their sophomore year.

**Taught:** Fall.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**HIS 304: Theory and Practice of Oral History.**

**Goal:** This course introduces students to the theory and practice of oral history.

**Content:** Oral history, or the collection of told memory as historical evidence, is a vital part of the way historians understand the past, especially the near past. Students will learn about major components of effective scholarly oral history projects, best practices for conducting interviews effectively and ethically, and how to use oral history evidence in the construction of more traditional historical narratives. As part of the course, students will conduct interviews as part of the Wesleyan Oral History Project.

**Taught:** Occasionally. (Please contact history faculty for details.)

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**HIS 305: Empires and Diaspora.**

**Goal:** To familiarize students with the history and long-ranging results of European overseas empires during the modern period.

**Content:** Students will learn about the major events that led, during the modern period, to the establishment of vast European overseas empires, the results of European domination in these empires, and the process of and lingering problems caused by decolonization. After an overview of earlier European colonial encounters, the primary focus of the course will be on the European empires of the 19<sup>th</sup> century.

**Taught:** Spring. Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; SBS.

**Credit:** 3 hours.

**HIS 306: Archives and History.**

**Goal:** This course introduces students to the methodologies, principles, practices and legal and ethical challenges of archival and records management.

**Content:** The course will introduce the ways historians use archives and the ways archivists work to preserve archival material. It will introduce archival best practices and emphasize hands-on experiences working with sample collections and original materials.

**Taught:** Occasionally. Please contact history faculty for details.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**HIS 323: 20th Century Genocide.**

**Goal:** To familiarize students with the history of genocide during the twentieth century and encourage them to think critically about defining and responding to instances of mass killing.

**Content:** The first half of the course will be spent studying the largest and most influential of these Genocide, the German murder of approximately six million civilians during World War II. We shall consider the origins of the Holocaust, its social, cultural, political, and economic aspects, and the results of this genocide for European and world history. In the second half of the course we shall turn to the legal definition of genocide as established by the United Nations following the Holocaust. Using this definition we shall survey other alleged and confirmed acts of genocide from the twentieth century.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; SBS.

**Credit:** 3 hours.

### **HIS 342: Modern Europe.**

**Goal:** This course surveys the historical development of Modern Europe, with particular focus on Western and Central Europe.

**Content:** This course examines the social, political, cultural, and economic development of Europe during the nineteenth and twentieth centuries. During this period Europe and Europeans rose to international dominance through industrialization and vast overseas empires by 1900, then worked to reinvent themselves in the face of world wars, extreme governments, economic crises, the Cold War, and massive social upheavals.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

### **HIS 346: Modern East Asia.**

**Goal:** This course surveys the historical development of modern China and Japan with some attention to the surrounding regions.

**Content:** In addition to looking at the contributions of prominent individuals, the course addresses the role structural factors played in shaping the East Asian experience, including culture, modernization, industrialization, imperialism, war, depression, racism, and gender, with a focus on the differing responses to westernization.

**Taught:** Alternate Years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

### **HIS 347: Modern Middle East.**

**Goals:** This course will give students a basic understanding of the Middle East and its history and political systems.

**Content:** The course begins by examining emergence and spread of Islam and then turns to the era of Ottoman domination. The bulk of the course focuses on the era of European imperialism in the Middle East and its legacy. Through scholarly studies, literature, and films students will examine the structural factors that transformed the Middle East during the late-nineteenth and twentieth centuries, including culture, modernization, industrialization, nationalism, war and evolution, racism, gender, and religion.

**Taught:** Alternate Years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

### **HIS 348: Terror and Terrorism in the Modern World.**

**Goal:** Terror and terrorism have been prominent features of Western political culture since the French Revolution. For the most part, modern terrorism is of European origin, and the ideas, goals, and methods of European terrorists have inspired terrorists in non-Western nations.

**Content:** This course familiarizes students with the ideology, motivation, and methods of numerous terrorist groups of the last two centuries in order to provide a basis for an understanding of contemporary terrorist organizations. Generally, the course will stress the motivation and goals of terrorist organizations and governments that use terror to achieve their policy goals. Specifically, we will address anarchy and revolutionary terrorism in nineteenth century Europe, European domestic terrorism in the 1960s and 1970s, twentieth century liberation and separatist movements, and Middle Eastern terrorism.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; SBS.

**Credit:** 3 hours; cross-listed as POL 348.

**HIS 352: American Wars in the Twentieth Century.**

**Goal:** This course examines the theory, experience, and memory of American wars in the twentieth century.

**Content:** Upon successful completion of this course students will understand American experience with armed conflicts in the twentieth century and the factors that account for the different ways the country thought about waged war during this period. They will analyze how a variety of factors - including gender, race, socioeconomic status, and geographical origin - shaped individual and collective experience of war. They will also understand and be able to analyze and discuss the different ways in which Americans have remembered their wartime experiences, and how and why memorialization and commemoration have changed over time.

**Taught:** Alternate Years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; SBS.

**Credit:** 3 hours.

**HIS 350: Seminar in American History.**

**Goal:** To provide students with an in-depth exploration of selected topics in American history.

**Content:** This course provides students with an in-depth examination of a particular topic, period, or region in American history. Topics might include the Civil War, this history of the American West, the Cold War, the Civil Rights Movement, Native American history, the history of the Armed Forces, or American business history. This course may be repeated for credit with a different topic.

**Taught:** Occasionally. Please contact history faculty for details.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**HIS 358: Public History and Historic Preservation.**

**Goals:** This course will survey the methods of public history and historical preservation.

**Content:** Students will gain an overview of the theoretical basis of public history and historical preservation, and will gain practical knowledge about researching, presenting, and interpreting public historical topics through a major project.

**Taught:** Occasionally. Please contact history faculty for details.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**HIS 377: Seminar in Women's History.**

**Goal:** To provide students with an in-depth exploration of a variety of important primary and secondary texts in women's history, and to teach students to engage competently in discussions of historical writing about women and gender.

**Content:** This course provides students with an in-depth examination of a particular theme, period, or region in women's history with emphasis on the variety of historical scholarship on that topic. The focus of each seminar will vary. Topics might include the history of motherhood, the history of sex workers, or the history of women entrepreneurs.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences; SBS.

**Credit:** 3 hours; cross-listed as WST 377. This course may be repeated one time with a different topic for a maximum of six credits.

**HIS 396: Special Topics in History.**

**Goal:** To enhance a deeper understanding of and/or an analysis of a highly specialized topic.

**Content:** An in-depth examination of a special topic in history. Topics vary. Representative special topics include: the American twenties; the American sixties; the Vietnam War.

**Taught:** Offered occasionally. Please contact history faculty for details.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 1-3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**HIS 407: Senior Professional Development Practicum.**

**Goal:** To prepare students to finalize their plans for graduate school and career choices.

**Content:** In the final of three professional development seminars, students will make their final preparations to enter graduate school or the job market. The seminar will emphasize resumes, cover letters and personal statements, transferable skills, interview preparation, graduate school testing, and career portfolios. This course is intended for seniors.

**Taught:** Fall.

**Prerequisite:** None.

**Credit:** 1 hour; cross-listed as POL 407.

**HIS 451: Directed Independent Study.**

**Goal:** To give the student the opportunity to hone her analytical, research, and writing skills.

**Content:** Flexible program in which a student, by special arrangement with the area chair, may investigate a topic of interest.

**Taught:** Offered occasionally. Please contact history faculty for details.

**Prerequisite:** Permission of history faculty.

**Credit:** 1-6 hours.

**HIS 452/199: Field Study.**

**Goal:** To allow the student to sharpen her research and analytical skills in an environment outside the classroom.

**Content:** Actual experience in areas dependent upon historical methodology (museum work, archival work, etc.), coordinated by the college professor supervising the study. While field study hours will count toward the maximum forty-eight hours permitted in the major discipline, they may not be applied toward the minimum thirty-four hours required in the major.

**Taught:** Offered occasionally. Please contact history faculty for details.

**Prerequisite:** Permission of history faculty.

**Credit:** 1-12 hours.

**HIS 480: Senior Research Seminar.**

**Goal:** To provide a capstone experience for majors in which students complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

**Content:** Each student will select and carry out a significant research project on a topic chosen in conjunction with the instructor. Students will present their research at a formal defense at the end of the semester. Students will also explore career options in the major.

**Taught:** Fall.

**Prerequisite:** POL 332 and HIS 299 or permission of instructor.

**Credit:** 3 hours.

**HIS 499: Honors Thesis.** (Fee required).

## History, Politics and Global Affairs

The History, Politics, and Global Affairs major prepares students to engage with systems of power both locally and globally in an increasingly diverse and interconnected world. The major is a carefully structured course of study rooted in deep disciplinary knowledge in the fields of history, politics, and complementary disciplines, deep and comprehensive research methods, and an interdisciplinary approach to important questions of policy, practice, and public service. It is designed to meet a wide range of academic interests and professional goals. It combines academic inquiry with practical hands-on learning experiences to give students opportunity to develop leadership and advocacy skills and explore career options. With this major, students will graduate prepared to meet the demands of global citizenship and with the necessary tools for understanding and applying their values to a rapidly changing world. Students who major in this area acquire knowledge and skills that are applicable in a broad range of professional settings, with many pursuing careers in law, government, public policy, international organizations, non-profit organizations, international development, social work, journalism, business, and teaching. The specific content and methods of the major will prepare students for graduate study in law, politics, public policy, international affairs, political thought, education, non-profit organizations, and history.

- The disciplines in this major are among the top five of students who plan to attend law school. Students planning to attend law school should consider combining the major with the Pre-Law minor, working with faculty to design a professional development experience in the legal field during the second and third year, and working with the pre-law advisor to prepare for the LSAT during the junior year.

- Students interested in careers in government or public service should consider a double major with Religion, Philosophy, and Social Change; a minor in History, Political Science, Asian Studies, a Modern Language, or Communication; or earn a Leadership and Social Change certificate.
- Students planning to apply to graduate programs should study a foreign language through at least the 212 level, and should complete at least one research-focused course and the Graduate Record Exam well before their senior years. Early and frequent discussion with the departmental faculty about your plans for graduate study is strongly advised.
- Those interested in teaching social studies or history in middle or high schools should combine the History, Politics, and Global Affairs major with the Educational Studies minor.
- Those wishing to enter the fields of public history, archival studies, or museum studies should work with the history faculty to tailor professional development experiences in relevant institutions during the second and third year.

### Student Learning Objectives

1. The student shall demonstrate knowledge of historical, cultural, social and geopolitical factors that shape human diversity.
2. The student shall demonstrate awareness of the complexity and interconnectedness of local and international systems, processes, and institutions.
3. The student shall analyze global issues and challenges from multi-disciplinary perspectives.
4. The student shall apply knowledge, skills, and ethical reasoning to engage actively with diverse communities and real-world challenges locally and globally.
5. The student shall acquire the methodological and communication skills commensurate with interdisciplinary scholarly research.
6. The student shall demonstrate preparedness to enter graduate programs and/or to pursue careers in these areas of study and related fields.

**Requirements for the Major:** The major consists of between 50 and 62 hours of coursework, depending on the number of courses a student must take to complete the Cultural Competency requirement.

#### **A. Foundations (15 hours from the following)**

HIS 120 Early Civilizations 3 hours  
 HIS 125 The Emergence of the Modern World 3 hours  
 HIS 130 The American Experience to 1877 3 hours  
 HIS 135 The American Experience since 1877 3 hours  
 POL 115 American Politics 3 hours  
 POL 222 Comparative Politics 3 hours  
 POL 230 International Relations 3 hours  
 POL 240 Introduction to Political Thought 3 hours

#### **B. Research and Professional Development (11 hours)**

HIS 299 Historical Methods 3 hours  
 HIS/POL 207 Professional Development Practicum 1 hour  
 POL 332 Political Science Research Methods 3 hours  
 HIS/POL 407 Professional Development Practicum 1 hour  
 HIS/POL 480 Senior Research Seminar 3 hours

#### **C. Cultural Competency (0-12 hours; completion of the 212 level in one language or the 102 level in one language plus two of the following)**

TRA XXX Study Abroad 3-6 hours  
 AST 250 Introduction to Chinese Culture 3 hours  
 COM 216 Intercultural Communication 3 hours  
 ENG 205 Perspectives on World Literature 3 hours  
 FRN 300 Seminar in Francophone Studies 3 hours  
 HIS 267 Women in World History 3 hours  
 HIS 257 African-American History 3 hours  
 REL 225 Exploring the World's Religions 3 hours  
 SPA 300 Seminar in Latin American Studies

**D. Areas of Interest (24 hours; 2 from each of 4 categories; no more than 6 hours total at the 200 level)**

*1. Historical Interpretation*

HIS 257 African-American History 3 hours (if not taken to fulfill C)  
HIS 305 Empires and Diaspora 3 hours  
HIS 323 Genocide 3 hours  
HIS 352 20th Century American Wars 3 hours (if not taken to fulfill 3)  
HIS 358 Public History 3 hours  
Any 200 or 300 level HIS course not used to fulfill a different major requirement

*2. Systems of Law and Governance*

POL 300 Foundations of Political Thought 3 hours  
POL 319 International Law 3 hours  
POL 305 Democracy and Democratization in the Contemporary World 3 hours  
POL 320 American Constitutional Development 3 hours  
POL 330 State and Local Government 3 hours

*3. Comparative Histories*

HIS 210 The West in the Classical Age 3 hours  
HIS 257 African-American History 3 hours (if not taken to fulfill C)  
HIS/POL 342 Modern Europe 3 hours  
HIS/POL 347 Modern Middle East 3 hours  
HIS 348 Modern East Asia 3 hours  
HIS 352 20th Century American Wars (if not taken to fulfill 1) 3 hours  
POL 320 American Constitutional Development 3 hours (if not taken to fulfill 2)

*4. Global Conflict, Cooperation, and Human Security*

POL 328 United States Foreign Policy 3 hours  
POL 335 Politics of the Developing World 3 hours  
HIS/POL 348 Terror and Terrorism in the Modern World 3 hours  
POL 351 Nuclear Weapons and International Security 3 hours  
POL 342 International Organizations 3 hours

*5. Leadership and Advocacy*

HIS 215 Reacting to the Past 3 hours  
PHI/LED 307 Power and Service Leadership 3 hours  
POL 225 Gender and Politics 3 hours  
POL 245 Model United Nations 1 hour (repeatable up to 3 hours)  
POL 306 Environmental Politics and Policy 3 hours  
POL 356 Activism and Political Organization 3 hours

Students are strongly encouraged to add a minor or second major. Suggestions include:

- Asian Studies
- History
- Political Science
- Prelaw
- Communication
- Economics
- Psychology
- Religious Studies
- Spanish
- Women, Gender, & Sexuality

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

For History, Politics, and Global Affairs majors, these opportunities occur within HIS/POL 207 and 407, the Professional Development Practicum. Majors will enroll in these one-hour seminars the fall semester of their sophomore and senior years.

**Integrative Experience:** Each student will complete the HIS/POL 480 Senior Research Seminar. In this capstone course, majors will undertake a significant research-based project in which they make connections among the various parts of their course of study and employ sound methodology.

### Recommended Four-Year Coursework Schedule

<p>First Year, Fall</p> <ul style="list-style-type: none"> <li>• WIS 101 or ENG 101</li> <li>• Ged Ed</li> <li>• <b>Foundations Course</b></li> <li>• <b>Foundations Course</b></li> <li>• <b>Foreign Language 101 (if necessary)</b></li> </ul>	<p>First Year, Spring*</p> <ul style="list-style-type: none"> <li>• ENG 101</li> <li>• Gen Ed</li> <li>• <b>Foundations Course</b></li> <li>• <b>Foundations Course</b></li> <li>• <b>Foreign Language 102 (if necessary)</b></li> </ul>
<p>Second Year, Fall</p> <ul style="list-style-type: none"> <li>• Gen Ed/Elective</li> <li>• Gen Ed/Elective</li> <li>• <b>HIS/POL Sophomore Professional Development Practicum</b></li> <li>• <b>HIS 299 Historical Methods and Historiography</b></li> <li>• <b>Foreign Language 211 or Substitute</b></li> </ul>	<p>Second Year, Spring</p> <ul style="list-style-type: none"> <li>• Gen Ed/Elective</li> <li>• Gen Ed/Elective</li> <li>• <b>POL 332 Political Science Research Methods</b></li> <li>• <b>Foreign Language 212 or substitute</b></li> <li>• <b>AOI Course</b></li> </ul>
<p>Third Year, Fall**</p> <ul style="list-style-type: none"> <li>• Gen Ed/Elective</li> <li>• Gen Ed/Elective</li> <li>• AOI Course</li> <li>• AOI Course/Elective</li> <li>• AOI Course/Elective</li> </ul>	<p>Third Year, Spring</p> <ul style="list-style-type: none"> <li>• Gen Ed/Elective</li> <li>• Gen Ed/Elective</li> <li>• AOI Course</li> <li>• AOI Course</li> <li>• AOI Course/Elective</li> </ul>
<p>Fourth Year, Fall</p> <ul style="list-style-type: none"> <li>• <b>HIS/POL 407 Senior Professional Development Practicum</b></li> <li>• <b>HIS/POL 480 Senior Seminar</b></li> <li>• <b>AOI Course/Elective</b></li> <li>• <b>AOI Course/Elective</b></li> <li>• <b>AOI Course/Elective</b></li> </ul>	<p>Four Year, Spring</p> <ul style="list-style-type: none"> <li>• <b>AOI Course/Elective</b></li> <li>• <b>AOI Course/Elective</b></li> <li>• <b>AOI Course/Elective</b></li> <li>• <b>AOI Course/Elective</b></li> <li>• <b>AOI Course/Elective</b></li> </ul>

\* Students may wish to take PDE 100 Career and Major Exploration this semester.

\*\* Students may register for PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar after completing 60 hours of undergraduate coursework.

#### Important Note

Some courses used to fulfill the major's requirements can also be used to fulfill a student's general education requirements.

- HIS 120, HIS 125, HIS 130, HIS 135, HIS 210, and HIS 257 fulfill the Exploring, Historical Events and Phenomena requirement.
- POL 115 and POL 240 fulfill the Exploring, Individuals and Communities requirement.
- HIS 267, HIS 377, and POL 225 fulfill the Synthesizing Perspectives, Women's Experiences requirements.
- HIS 305, HIS 323, HIS 348, HIS 352, POL 222, POL 230, POL 335, and POL 351 fulfill the Synthesizing Perspectives, Diverse and Interdependent World requirement. AST 250, ENG 205, COM 216, and REL 225 also fulfill this requirement.

Please check the Wesleyan College Course Catalogue for additional information about general education requirements, including the number and type of major-specific courses you may use to fulfill them. Students interested in majoring in HPGA are encouraged to work with their advisors to develop a plan of study tailored to their individual interests and career goals.

### **History, Politics, and Global Affairs (HPGA) Course Descriptions**

- [History \(HIS\) courses.](#)
- [Political Science \(POL\) courses.](#)
- Additional course descriptions are found on individual program pages.

## **Human Resource Management**

Employment of Human Resource (HR) managers is projected by the Bureau of Labor Statistics to grow 7 percent from 2018 to 2028 – faster than the average of all occupations. This is not by accident: as advancements are made in best practices and new technologies within HR departments, companies are willing to pay up to find the most talented individuals available, as they recognize the value of having highly talented people in those positions. HR managers have a tremendously valuable impact not just on the companies they work for, but on individual co-workers within the organization, and play an integral role in the modern economy.

As the role of an HR professional within the workforce changes, students will need to adapt their skill sets in order to land these lucrative and prestigious positions. The increasingly focused skill set desired by major employers is no longer served by general business degrees. In today's economy, it is essential that aspiring HR professionals receive training and experience in coordinating the administrative functions of an organization, hiring and training employees, handling inter-company disputes, working with HR software, and other skills that will be important to their job on day one. The Human Resource Management minor\* is intended to provide students with the relevant skills to address these areas and to succeed as the highest performers in this burgeoning field. While they will also receive a traditional business education, graduates from this program will be able to point to specific skills they have learned and developed in HR that will allow them to stand out amongst all applicants.

*\* Human resource management is also offered as a concentration for business administration majors; please see the [Business Administration](#) page of the course catalogue for additional details.*

### **Required Courses (18 hours)**

*Each course listed is 3 hours*

BUS 317: Organizational Behavior

BUS 318: Human Resources Management

BUS 319: Total Compensation Management

BUS 329: Training and Development

BUS 331: Employment and Labor Law

BUS 334: Human Resource Risk Management



## Humanities

Upon occasion, faculty in Humanities offer a course that incorporate texts from numerous national traditions and that enables students to strengthen skills in critical and analytical thinking, writing, and oral communication.

### Humanities (HUM) Course Description

#### **HUM 290: Readings in Humanities.**

**Goal:** To enable students to broaden their experience of the Humanities.

**Content:** An interdisciplinary approach in Humanities. The class will typically be associated with learning experiences such as team teaching or study abroad. Areas of study could include Studies in Italian Culture, Studies in Francophone Culture, War and Peace, and the New South.

**Taught:** Occasionally.

**Prerequisites:** WIS 101 or ENG 101.

**Credit:** 3 hours.

## International Business

The interdisciplinary major in international business prepares students to be effective in the international environment, with knowledge of the language, culture, business, and political affairs of other countries. Graduates with this major will be prepared to work for a multinational corporation in the United States and abroad or to pursue graduate studies in international business.

The international business major combines study in a foreign language (Chinese, French, Japanese, or Spanish), along with courses in economics, finance, marketing, management, accounting, political science, history, ethics, and cultural awareness. In addition, students are encouraged to participate in an [exchange program](#) or [study abroad](#).

The student learning outcomes of the major are as follows:

1. To understand cultural, social and political differences among peoples, and to interact successfully in different sociopolitical and cultural settings.
2. To understand the economic and financial dimensions of international business management and the use of the computer in decision-making.
3. To understand the historical and political context of international business management.
4. To provide knowledgeable and socially responsive leadership for international businesses and institutions.
5. To provide graduates with the functional and cross-cultural skills to become effective managers of multinational enterprises and institutions.
6. To understand the issues in ethics which influence the international environment.
7. To integrate knowledge previously gained and develop experience in application of knowledge, research, and critical thinking.

**Major Requirements: International Business.** A major in international business consists of a minimum of 46\*\*–70 credits, distributed as follows:

*\*\*exclusive of required courses in general education (12 hours) and modern foreign language (3-12 hours).*

*Each course is 3 hours unless otherwise indicated.*

#### **I. Required Courses in General Education (12 hours)**

COM 216: Intercultural Communication **or** WGS 250: Global Feminisms

ECO 210: Women and Economic Development

HIS 125: Emergence of the Modern World

POL 230: International Relations

## **II. Business and Accounting Courses (19 hours)**

ACC 201: Financial Accounting: Concepts and Applications

ACC 202: Principles of Managerial Accounting **or** BUS 310: Business Law

BUS 105: Contemporary Business or BUS 106: Business Ethics and Society

BUS 303: Principles of Marketing

BUS 315: Principles of Management

BUS 475: Portfolio Seminar (1 hour) \*

BUS 488: Business Policy Seminar

*\* May be substituted with PDE 400: Professional Development Experience.*

## **III. Economics and Finance Courses (15 hours)**

ACC 205: Principles of Finance

ECO 102: Issues in Macroeconomics

ECO 104: Issues in Microeconomics

ECO 302: International Trade

MAT 220: Statistical Methods

## **IV. History Course (3 hours)**

*Choose one course from the following:*

HIS 342: Modern Europe

HIS 346: Modern East Asia

HIS 347: Modern Middle East

## **V. Political Science Course (3 hours)**

*Choose one course from the following:*

POL 319: International Law

POL 335: Politics of the Developing World

POL 342: International Organizations

## **VI. Foreign Language (competency through 212; \*3-12 hours)**

*Choose one language from CHN, FRN, JPN, or SPN:*

\_\_\_\_\_ 101

\_\_\_\_\_ 102

\_\_\_\_\_ 211

\_\_\_\_\_ 212

**or**

Waiver from the foreign language proficiency requirements

ENG 240: Writing for the Web

## **VII. World Views (6 hours)**

*Choose two courses from the following:*

AST 250: Introduction to Chinese Culture

AST 297: Special Topics in Asian Studies

BUS 332: International Business Management

FRN 305: French Civilization to the Revolution

FRN 306: French and Francophone Civilization

FRN 327: Business French

SPA 305: Spanish Culture and Civilization

SPA 306: Latin American Culture and Civilization

SPA 327: Business Spanish

**Professional Development:** Throughout their Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400: Professional Development Experience and PDE 401: Professional Practice Seminar.

The program recommends internship opportunities in the areas of international trade and finance, as well as working with business faculty on academic projects. Students interested in graduate study in law or business have numerous internship opportunities with local law firms and a wide variety of businesses. For those students who wish to work before attending graduate school, it is not uncommon for an internship to lead to a job offer. Some of the sponsors who welcome Wesleyan interns in business include Bank of America; Merrill-Lynch; Sun Trust Bank; BB&T Bank; Capital City Bank; McNair, McLemore, Middlebrooks, CPAs; and Greater Macon Chamber of Commerce.

### **Course Descriptions**

Please refer to the following course catalogue pages for program information as well as course descriptions:

[Accounting \(ACC\)](#)  
[Asian Studies \(AST\)](#)  
[Business \(BUS\)](#)  
[Chinese \(CHN\)](#)  
[Communication \(COM\)](#)  
[Economics \(ECO\)](#)  
[English \(ENG\)](#)  
[French \(FRN\)](#)  
[History \(HIS\)](#)  
[Japanese \(JPN\)](#)  
[Mathematics \(MAT\)](#)  
[Political Science \(POL\)](#)  
[Professional Development Experience \(PDE\)](#)  
[Spanish \(SPN\)](#)  
[Women, Gender, & Sexuality \(WGS\)](#)

## **Japanese**

This introductory sequence of courses offers students beginning steps into the language, which may be followed by study abroad, teaching English, or business endeavors in Japan. These courses count towards the minor in Asian Studies.

### **Japanese (JPN) Course Descriptions**

#### **JPN 101, 102: Elementary Japanese I, II.**

**Goal:** To teach students to speak, understand, read, and write Japanese.

**Content:** These courses will introduce students to spoken and written Japanese and the culture of Japan.

**Taught:** JPN 101, Fall; JPN 102, Spring.

**Prerequisite:** None for JPN 101; JPN 101 or equivalent for JPN 102.

**Credit:** 3; 3 hours. (Students must earn grades of C or better in these courses to fulfill the modern language proficiency requirement).

#### **JPN 211, 212: Intermediate Japanese I, II.**

**Goal:** To improve and develop speaking, reading, and writing in Japanese through dialogs, magazine articles, and literary selections.

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

**Prerequisite:** JPN 102 or equivalent for JPN 211; JPN 211 or equivalent for JPN 212.

**Taught:** 211, Fall; 212, Spring.

**Credit :** 3; 3 hours.

# Leadership and Social Change

## Wesleyan Certificate in Leadership and Social Change

The Wesleyan Leadership and Social Change Certificate Program is designed to provide students with the opportunity to grow and develop leadership skills grounded in the ethos of social change. All students will be exposed to principles of effective leadership and the social change model of leadership. Students earning a certificate in leadership and social change at Wesleyan College will be prepared to begin work in vocational paths that require experience with advocacy, social change models, organizational change strategy, and service and nonprofit leadership. Importantly, these Wesleyan students will also be able to articulate how their academic course of study has better prepared them for such positions and conversely how their experiential learning in the certificate program has prepared them to be leaders in career fields within and beyond their academic majors and minors.

### Specific student learning outcomes include:

1. Students will learn the basic principles of the Social Change Model of Leadership and learn how to apply those principles to their own leadership experience.
2. Students will learn about their own leadership style and strengths and how best to leverage that in leadership opportunities.
3. Students will reflect on their leadership experiences and develop a confidence in their ability to lead.
4. Students will develop an understanding of how service and leadership intersect and how best to become a critical Servant Leader, one attentive to questions of power and privilege.
5. Students will understand philosophies of power, leadership, and social change, and be able to articulate their own philosophies.
6. Students will gain hands on experience in community leadership, advocacy, and social change, providing them with transferable skill sets for postgraduate study and work.
7. Students will learn how individual, organizational, and societal oppression intersect and engage in models of advocacy and leadership to address oppression.

### Program Components and Curriculum

1. Completion of the following four courses: WIS 110 WISe Leadership Lab, LED /PHI 207 Effective Leadership in Community, LED/PHI 307 Power and Service Leadership, and REL/PHI/LED 450 Senior Project Seminar. \*
2. Participation in a Wesleyan leadership activity with required reflection on the activity. (e.g., SLI, Servant Leadership scholars, SGA or club President, PDE with a leadership component.)
3. The completion of at least 25 hours of Lane Center approved service hours (students wishing to compete the leadership certificate must register with the Lane Center to have their service hours tracked).
4. Presentation during Celebrating Student Scholarship day on their senior year capstone project, which will be completed in the senior seminar.

\*\*\* Transfer or other students who did not take WIS 110 may request permission to substitute another leadership centered course or experience for WIS 110.

\*\* Successful completion of the above components and student progress in the program will be monitored by the Director of Interdisciplinary Programs in consultation with the Director of the Lane Center.

### Leadership (LED) Course Descriptions

#### **LED 207: Effective Leadership in Community.**

**Goal:** Designed to put basic leadership principles and skills into practice as well as provide emerging student leaders with an understanding of effective leadership practices, philosophies of social change, social change strategies, and information on engagement opportunities on campus and in the community.

**Content:** Students will explore a variety of theories and philosophies of social change and will engage academic research on these topics. Students will use their new found understanding of philosophies of social change to focus on the social change model of leadership in experiential learning settings. Students will evaluate their own personal leadership style and its implications as a practicing leader of social change.

**Prerequisites:** Successful completion of WIS 110 or permission from the instructor

**Cross-listed as:** PHI 207

**Credit:** 3 hours

### **LED 307: Power and Service Leadership.**

**Goal:** This class is designed to assist emerging leaders with knowledge, skills, and practice to enact effective social change. This course is also designed for students to think critically about questions of power in various leadership, and particularly service leadership positions.

**Content:** Students will explore philosophies and critical theories of power, including philosophies of race, gender, sexuality, class, and ability. This course discusses the following aspects of service learning for social change – why we are involved in service learning, what we get out of service learning, what do we give to those we serve, what do we take from those we serve, what are the unintended consequences of our service, and how can we maximize the good of our service for all involved? Students will engage how social change is accomplished in our society as well as advantages and limitations of various change strategies in terms of their impact on and use of societal power dynamics.

**Prerequisites:** PHI/LED 207 or permission of the instructor

**Cross-listed as:** PHI 307

**Credit:** 3 hours

### **LED 450: Senior Project Seminar.**

**Goal:** To provide advanced Religion, Philosophy, and Social Change and Leadership Certificate students with the opportunity to complete and present a lengthy, meaningful research project or capstone integrative experience in Religious Studies, Philosophy and Critical Theory, or Leadership and Social Change and to reflect on their development as a Religion, Philosophy, and Social Change or Leadership scholar and on how their course of study informs their future plans.

**Content:** Students will create a senior portfolio that includes several representative papers, a reflection on their growth as a Religion, Philosophy, and Social Change and/or Leadership scholar, and a reflection on how their major can inform her their future plans. They will also engage in extensive research on a problem in Religion, Philosophy, or Leadership and Social Change that will issue in a work that will be presented in a public forum. Students taking this class for credit toward the Leadership and Social Change Certificate will have the opportunity to integrate the knowledge they have gained from their academic endeavors coupled with their knowledge of the social change model of leadership development to design and implement a capstone project that demonstrates their ability to apply what they've learned about leadership and social change in a local context to problem solving beyond their college careers.

**Prerequisite:** Four REL or PHI courses, or three LED courses, or permission of the instructor

**Cross-listed as:** PHI 450 and REL 450

**Credit:** 3 hours

## **Mathematics**

Mathematics has fascinated scholars since the beginning of classical thought. The mathematics program seeks to foster in students the power of disciplined thought, an appreciation of the intrinsic beauty of mathematics, a sound understanding of mathematical concepts, and the mathematical tools required by many areas of study. As part of the general education program, all Wesleyan students must successfully complete one course from MAT 140, 150, 160, 192, 205, or 206.

### **Applied Mathematical Science**

Applied Mathematical Science a major program for students who are interested in mathematics, but whose interests lie primarily with the practical application of mathematics to problems in the physical sciences, life sciences, economics, engineering, and other fields, rather than in the formal areas of abstract mathematics. Applied mathematics seeks to apply existing mathematical methods across a range of practical problems, as well as to develop novel computational and predictive methods and models for specific real-world phenomena. The Applied Mathematical Science major prepares students for graduate work and careers in such diverse areas as physics, astrophysics, geology, climatology, atmospheric science, genetics, neuroscience, economics, finance, energy management, and the diverse applications of engineering. This major also specifically prepares students for admission to engineering programs under the 3-2 Dual-Degree in Engineering. (See Pre-professional programs.)

The 3-2 Dual-Degree Engineering program is a cooperative arrangement between Wesleyan and specific universities combining a Wesleyan bachelor of arts degree with a university bachelor of science degree in a nominally five-year program. Wesleyan currently has dual-degree arrangements with Mercer University, Georgia Institute of Technology, and Auburn University. Under the dual degree arrangement, the student attends Wesleyan for three years and completes **90 semester hours** including proficiency and general educational requirements. She will follow a closely-advised pre-engineering program of courses in mathematics and the physical sciences, and will have the option of completing a major course of study, such as Applied Mathematical Science. If the student meets the transfer entrance requirements for the cooperating university program, she then transfers to that university for approximately two years of prescribed engineering courses. At the end of this nominally five-year program, provided that the student has met both Wesleyan proficiency and general education requirements and the curricular requirements of the cooperating university, the student earns a separate baccalaureate degree from each school.

The student learning goals for students majoring in Applied Mathematical Science and/or completing the Wesleyan component of the Dual-Degree in Engineering program are:

- I. to develop a sound understanding of calculus, linear algebra, and differential equations;
- II. to successfully write computer programs that solve mathematical problems;
- III. to build theoretical and methodological foundations in the central, quantitative, laboratory-based physical sciences;
- IV. to learn to recognize phenomena that may be represented and modeled using computational, analytical, and predictive mathematical techniques; and
- V. to be able to apply mathematical techniques to a diverse range of problems in the natural and social sciences.

**Resources for Non-Majors.** All Wesleyan students are welcomed and encouraged to include the study of mathematics in their coursework. The study of mathematics provides necessary skills and concepts essential in other areas of study, including natural sciences, social sciences, business, and education. The student is guided in her selection of the appropriate mathematics courses by the requirements of each discipline, her previous mathematics courses, a placement examination, and consultation with her academic advisor and a member of the mathematics faculty.

**Major requirements: Applied Mathematical Science:** The major program requires a minimum of 50 hours of course work, including the following:

I. Required Mathematics and Computer Science Courses (21 hours):

MAT 205 Calculus I 3 hours  
MAT 206 Calculus II 3 hours  
MAT 207 Calculus III 3 hours  
MAT 208 Calculus IV 3 hours  
MAT 210 Linear Algebra 3 hours  
MAT 300 Ordinary Differential Equations 3 hours  
CSC 216 Programming I 3 hours

II. Required Natural Science Courses (16 hours):

CHM 101 General Chemistry I 4 hours  
PHY 121 General Physics I 4 hours  
PHY 122 General Physics II 4 hours  
PHY 205 Periodic Motion and Waves 4 hours

III. Elective Courses (10-12 hours; at least one 300-level course):

CHM 320 Inorganic Chemistry 3 hours  
CHM/PHY 361 Thermodynamics 3 hours  
CHM/PHY 362 Quantum Chemistry 4 hours  
ECO 202 Intermediate Macroeconomic Theory 3 hours  
ECO 204 Intermediate Microeconomic Theory 3 hours  
PHY 212 Modern Physics 4 hours  
PHY 305 Classical Dynamics 3 hours  
PHY 350 Quantum Mechanics 3 hours

- \*CHM 396 Special Topics in Chemistry 3 or 4 hours
- \*ECO 396 Special Topics in Economics 3 or 4 hours
- \*MAT 396 Special Topics in Mathematics 3 or 4 hours
- \*PHY 396 Special Topics in Physics 3 or 4 hours
- \*must be an approved special topics course

#### IV. Senior Capstone Course (3 hours):

MAT 405 Mathematical Modeling 3 hours

MAT 419 Probability and Statistics 3 hours

**Recommended Course Sequence.** The major in Applied Mathematical Science may be completed in four years by students lacking specific college preparatory experience in mathematics and physical science. However, students intending to complete the Dual-Degree in Engineering program within three years at Wesleyan and five years in total should arrive at Wesleyan prepared for college calculus, should consult with the Dual-Degree program advisor as soon as possible, and should plan their Wesleyan studies based on the following three-year schedule.

#### Recommended Course Sequence for Applied Mathematical Science:

##### **First Year: Fall**

WIS 101, MAT 205, two general education courses

##### **First-Year: Spring**

Writing Competency Course, MAT 206, three general education courses

##### **Sophomore Year: Fall**

MAT 207, CSC 216, PHY 121, two general education courses

##### **Sophomore Year: Spring**

MAT 208, PHY 122, two general education courses

##### **Junior Year: Fall**

PHY 205

MAT 210, elective/MAT 419, elective/general education, two general education courses

##### **Junior Year: Spring**

MAT 300, elective/MAT 405, elective/general education, two general education courses

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

**Minor Requirements: Mathematics.** A minor in mathematics consists of 15 semester hours including MAT 230, 206, 210, and two other MAT courses beyond MAT 205 (not to include MAT 220) selected in consultation with the academic advisor and a member of the mathematics faculty.

**Undergraduate Research Opportunities.** Faculty members welcome the opportunity to support and direct the research efforts of students enrolled in MAT 451, 452, and 499.

#### Mathematics (MAT) Course Descriptions

##### **MAT 130: College Algebra.**

**Goal:** To study, with emphasis on the function concept, the essentials of algebra.

**Content:** General properties of graphs and functions; properties, graphs, and applications of polynomial, rational, exponential and logarithmic functions.

**Taught:** Fall.

**Prerequisite:** Two years of high school algebra and one year of high school geometry or the equivalent.

**Credit:** 3 hours.

**MAT 140: Precalculus Mathematics.**

**Goal:** To study, with emphasis on the function concept, the essentials of trigonometry and analytical geometry.

**Content:** Properties, graphs, and applications of trigonometric and inverse trigonometric functions; trigonometric identities and equations; systems of equations; conic sections; introduction to vectors, matrices, and complex numbers.

**Taught:** Spring.

**Prerequisites:** Two years of high school algebra and one year of high school geometry or the equivalent and sufficiently high score on the mathematics placement exam, or permission of the instructor, or MAT 130.

**Gen. Ed. Category:** Foundation Building; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**MAT 150: Modeling with Algebra.**

**Goal:** To study selected topics from college algebra and their applications.

**Content:** Topics include the graphs and properties of linear, power, exponential, logarithmic, and polynomial functions. Applications of these functions will employ real-life data, incorporate numerical, symbolic, and geometric methods of analysis, and fit curves to the data by using least-squares criteria.

**Taught:** Fall.

**Prerequisite:** MAT 130 or equivalent.

**Gen. Ed. Category:** Foundation Building; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**MAT 160: Programming Literacy.**

**Goal:** To provide exposure to the central themes and concepts of computer programming and explore how technology motivates the study of elementary mathematics.

**Content:** Variables, loops, conditionals, functions, programming languages, design principles, and paradigms.

**Taught:** Fall.

**Prerequisite:** None.

**Gen. Ed. Category:** Foundation Building; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**MAT 192: Introduction to Mathematical Reasoning.**

**Goal:** To learn how to analyze and solve problems encountered in various areas of mathematics, in real life, and in other areas of study.

**Content:** Topics covered include problem solving, patterns in mathematics, deductive and inductive reasoning, logic, analyzing arguments, set theory, the real number system, number theory, numeration systems, graphical descriptions of data, counting methods, and basic probability and statistics.

**Taught:** Fall, Spring.

**Prerequisite:** None.

**Gen. Ed. Category:** Foundation Building; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**MAT 205: Calculus I.**

**Goal:** To study the concepts of differential calculus.

**Content:** Properties and graphs of algebraic and transcendental functions, limits, continuity, the derivative and some of its applications, and antiderivatives.

**Taught:** Fall, occasionally Spring.

**Prerequisites:** MAT 140 or equivalent, or two years of high school algebra, one year of high school geometry, and at least a semester of trigonometry.

**Gen. Ed. Category:** Foundation Building; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**MAT 206: Calculus II.**

**Goal:** To study the concepts of integral calculus.

**Content:** Riemann sums, the Fundamental Theorem of Calculus, techniques of integration, applications of the definite integral, and indeterminate forms.

**Taught:** Spring, occasionally Fall.

**Prerequisites:** MAT 205 or equivalent.

**Gen. Ed. Category:** Foundation Building; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.



**MAT 207: Calculus III.**

**Goal:** To expand the study of differential and integral calculus to an intermediate level.

**Content:** Indeterminate forms, improper integrals, sequences and infinite series, Taylor polynomials and power series, conics, polar co-ordinates, and an introduction to numerical methods and approximations.

**Taught:** Fall.

**Prerequisites:** MAT 206 or equivalent.

**Credit:** 3 hours.

**MAT 208: Calculus IV.**

**Goal:** To study the extension of the concepts of calculus to functions of several variables.

**Content:** Properties of functions of several variables, differentiation and integration in  $\mathbb{R}^n$ , vectors, parametric equations.

**Taught:** Spring.

**Prerequisites:** MAT 206 or equivalent.

**Credit:** 3 hours.

**MAT 210: Linear Algebra.**

**Goal:** To introduce the elements of linear algebra. To apply the theory of matrices to solve appropriate problems, including systems of linear equations.

**Content:** Matrices, determinants, linear systems, vector spaces, bases, linear transformations, inner products, eigenvalues, eigenvectors, and diagonalization.

**Taught:** Fall, occasionally Spring.

**Prerequisite:** MAT 205.

**Credit:** 3 hours.

**MAT 220: Statistical Methods.**

**Goal:** To introduce students to the logic of designing an experiment and interpreting the quantitative data derived from it.

**Content:** A study of the binomial and normal distributions, measures of central tendency, tests of hypotheses, chi-square tests, tests for homogeneity and independence, confidence intervals, regression, and correlation.

**Taught:** Fall, Spring.

**Prerequisite:** None.

**Gen. Ed. Category:** Foundation Building; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours; cross-listed as PSY 220.

**MAT 230: Discrete Mathematics.**

**Goal:** To study the basic properties of some discrete mathematical structures and to initiate the rigorous study of mathematical methods of proof.

**Content:** Graphs and trees, elementary number theory, including counting techniques and recursion; set theory, relations, and methods of proof, including mathematical induction and limit proofs.

**Taught:** Fall, occasionally Spring.

**Prerequisites:** MAT 206 or equivalent.

**Credit:** 3 hours.

**MAT 250: Data Analysis.**

**Goal:** To introduce fundamental concepts of data analysis, as well as provide exposure to widely accepted data analysis software.

**Content:** R, Python, SQL, array searches, database queries, data storage and retrieval, elementary statistics, regression.

**Taught:** Fall.

**Prerequisite:** MAT 160 or permission of instructor.

**Credit:** 3 hours.

**MAT 300: Ordinary Differential Equations.**

**Goal:** To explore methods of solving ordinary differential equations. To expand upon the techniques learned in the calculus sequence.

**Content:** A study of first and second order differential equations and of higher order linear differential equations, including power series methods, Laplace transform, and a brief introduction to numerical techniques.

**Taught:** Spring.

**Prerequisites:** MAT 205 and 206; 207 as a co- or prerequisite.

**Credit:** 3 hours.

**MAT 311: Abstract Algebra I.**

**Goal:** To study the algebraic properties of groups and rings by means of a rigorous axiomatic approach, focusing on the use of logic and on various methods of proof.

**Content:** A study of groups, subgroups, rings, ideals, domains, unique factorization domains, and ideal domains.

**Taught:** Fall. Alternate years.

**Prerequisite:** MAT 210 and 230.

**Credit:** 3 hours.

**MAT 312: Abstract Algebra II.**

**Goal:** To continue the study of algebraic properties of rings and fields. To expand understanding and use of various methods of proof. To prepare students for graduate level mathematics.

**Content:** A study of fields, modules, and Galois theory.

**Taught:** Spring. Alternate years.

**Prerequisite:** MAT 311.

**Credit:** 3 hours.

**MAT 350: Algorithms.**

**Goal:** To familiarize students with concepts central to algorithm performance and resource costs, and to explore how to design solutions that are efficient.

**Content:** Algorithm design principles, complexity and order of growth, sorting algorithms, a survey of design breakthroughs.

**Taught:** Fall.

**Prerequisite:** CSC 216 or permission of instructor.

**Credit:** 3 hours.

**MAT 396: Special Topics in Higher Mathematics.**

**Goal:** To provide an opportunity to examine in greater depth an area of higher mathematics.

**Content:** An in-depth examination of an area in advanced mathematics. The topics covered will vary. Representative special topics include graph theory, combinatorics, history of mathematics, and fractal geometry.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**MAT 401: Real Analysis I.**

**Goal:** To examine more intensively topics presented in the calculus sequence, focusing on the roles of rigorous proof and logic.

**Content:** A study of the algebraic and topological properties of the ordered field of real numbers, sets, functions, limits, continuity, differentiation, and integration.

**Taught:** Fall. Alternate years.

**Prerequisite:** MAT 205-208 and 230.

**Credit:** 3 hours.

**MAT 402: Real Analysis II.**

**Goal:** To extend the concepts and techniques presented in MAT 401. To extend the calculus sequence to functions of several variables. To prepare students for graduate level mathematics.

**Content:** A study of the analytical properties of functions of several real variables, including differentiation, the inverse function theorem, integration, simplexes, and chains.

**Taught:** Spring. Alternate years.

**Prerequisites:** MAT 210 and 401.

**Credit:** 3 hours.

**MAT 405: Mathematical Modeling.**

**Goal:** To provide an opportunity for students to make connections between mathematics and other disciplines. To enable each student to analyze and adopt a particular model and to present her results in a public forum.

**Content:** An introduction to mathematical modeling and computer simulation of real-world phenomena, with special attention paid to the initial formulation of the model, the computer implementation of the model, and the interpretation of the mathematical or numerical results. The topics covered will include optimization models, dynamic models, and probability models while real-world phenomena will be drawn from such disciplines as biology, economics, chemistry, physics, political science, psychology, and sociology.

**Taught:** Spring. Alternate years.

**Prerequisites:** MAT 205-208, MAT 210, MAT 300, PHY 121, or permission of the instructor.

**Credit:** 3 hours. This course may be taken to fulfill the requirement for the senior integrative experience in Physics.

#### **MAT 415: Complex Analysis.**

**Goal:** To provide a capstone experience for mathematics majors and to further prepare students for graduate level study through the introduction and study of complex numbers and functions of a single complex variable.

**Content:** Complex numbers, complex valued functions, complex differentiation, complex integration, and properties and applications of complex analytic functions.

**Taught:** Spring. Alternate years.

**Prerequisites:** MAT 311 or 401.

**Credit:** 3 hours.

#### **MAT 419: Probability and Statistics.**

**Goal:** To study basic mathematical theory, methods, and techniques in probability and statistics, and to examine applications.

**Content:** A calculus-based treatment of discrete and continuous probability distributions and their applications, including the binomial, hypergeometric, Poisson, uniform, geometric, and normal distributions. Hypothesis testing and chi-square tests.

**Taught:** Fall. Alternate years.

**Prerequisite:** MAT 206.

**Credit:** 3 hours. This course may be taken to fulfill the requirement for the senior integrative experience in Physics.

#### **MAT 450: Data Analysis Seminar.**

**Goal:** To allow students within the Applied Data Analysis major to synthesize the material with their chosen specialty with the tools and methods acquired in the ADA major.

**Content:** Content is determined on a student-by-student basis and covers experiment design, literature review, and algorithm design and implementation.

**Taught:** Fall.

**Prerequisites:** CSC 218 and MAT 250 or permission of instructor.

**Credit:** 3 hours.

#### **MAT 451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking.

**Content:** Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Emphasis on research methods.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of program director.

**Credit:** 1-6 hours.

#### **MAT 452/199: Field Study.**

**Goal:** To provide the mathematics student with practical experience in some area.

**Content:** A practical experience in some area of mathematics, such as actuarial science, computer programming, or teaching. A brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

**Taught:** Offered occasionally.

**Prerequisites:** Adequate background, permission of advisor, program director, faculty sponsor, and the Director of Career Development.

**Credit:** 1-12 hours.

#### **MAT 499: Honors Thesis.** (Fee required).

## Music

The Music Department provides a dynamic environment for the student musician as well as for the general student. Instruction in music is available to all students and the music ensembles and private music lessons offer the kind of direct experience with music that is central to the liberal arts. The department offers concerts and performances by the music faculty, by music students, and by the student ensembles.

The Music Department provides a challenging environment for the music scholar. Students engage in research projects in most music classes, including some introductory courses. Advanced courses in music history and literature offer additional opportunities for students to develop research skills.

The Music Department provides a stimulating environment for the College community, encouraging the interaction of various disciplines with music. Students with a wide range of majors find that their participation in music opportunities, through performance and through attendance at events, provides a rich and memorable component to their college experience.

The Music Department participates in Macon's broader music community, offering leadership to a number of community arts and religious organizations. Music faculty and students provide support to much of the fine arts community.

### Major Program

The music major at Wesleyan College is designed to assist the student to develop her full potential as a musician/scholar. The curriculum offers a broad background that will develop basic musicianship and performance skills while providing the student with principles that lead to a fuller intellectual grasp of the art.

Student learning outcomes for the program are:

- I. Students will identify, both aurally and visually, the foundational elements of music, including aspects of harmony, melody, rhythm, and form.
- II. Students will develop functional skill on the keyboard and in sight singing as a means of learning and understanding music.
- III. Students will categorize and distinguish, both aurally and visually, among stylistic components of music as related to specific periods, genres, and individual composers.
- IV. Students will demonstrate understanding of a composition's social, historical, and musical context.
- V. Students will demonstrate technical facility, exhibit musical understanding, and communicate expressively through both solo and ensemble performances.
- VI. Students will integrate and apply knowledge in work, research, and/or performance.

Students who intend to pursue a music major should plan to audition in their primary performance area before their first semester at Wesleyan. Students who have been pursuing the music minor may also audition for the major at any time.

**Integrative Experience.** Each student will complete a General Education Integrative Experience in which she enhances her capacity for integrative thinking through an interdisciplinary capstone experience that encourages her to make connections between her major and her general education. This experience will help her reflect on the methods, approaches, and/or content of her major discipline and give her an opportunity to connect her discipline with both her general education and with the world outside the classroom. The integrative experience requirement is fulfilled in the music major by MUS 470: Senior Seminar.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional

success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

To develop her understanding of how a liberal arts education enhances students' preparation for careers and further professional growth, each student will participate in professional preparation or reflection. Professional development is fulfilled in the music major by MUS 470: Senior Seminar (for those in the general track) and by MUS 470: Senior Seminar and MUS 471: Senior Music Recital (for those in a performance track).

**Minor Program.** The music minor at Wesleyan College is designed to assist the student with an interest in another major to begin to develop her potential as a musician/scholar. It seeks to encourage students at many levels of performance ability to explore the rewards of intense study in the discipline, including the areas of music theory, history, and literature.

**Musical Theatre.** Students with interest in Musical Theatre are encouraged to choose the music major with the theatre minor, the theatre major with the music minor, or the self-designed interdisciplinary major.

**Music Education.** Students with interest in Music Education are encouraged to double major in Music and Education or major in Music and minor in Education.

### **Major Requirements:**

#### **General Music Track:**

<b><u>Learning Outcome</u></b>	<b><u>Course Code</u></b>	<b><u>Course Name</u></b>	<b><u>Credits</u></b>
<b>I, II, and III.</b>	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
<b>IV.</b>	MUS 150	From Bach to Rock	3 hours
	<i>or MUS 215</i>	<i>or Women, Music, and Culture</i>	
	MUS 331 & 332	History of Music I & II	6 hours
<b>V.</b>	Applied	Applied Lessons (2 semesters of Voice or Piano class are acceptable)	4 hours
	Ensemble	MUP 101, 102, 103, or 104 (4 hrs. must be MUP 101)	6 hours
<b>VI.</b>	MUS 470	Senior Seminar	3 hours
		Music Electives	<u>6 hours</u>
<b>Other</b>		<b>Total:</b>	<b>40 hours</b>

**Voice Emphasis Track:**

<u>Learning Outcome.</u>	<u>Course Code</u>	<u>Course Name</u>	<u>Credits</u>
<b>I, II, and III</b>	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
	MUP 107 & 108	Piano Class <i>or Applied Piano Lessons</i>	2 hours
<b>IV.</b>	MUS 315	History of Vocal Literature, Performance, and Style	2 hours
	MUS 331 & 332	History of Music I & II	6 hours
<b>V.</b>	MUP X14/X24	Applied Voice Lessons	7 hours
	MUP 101 or 102	Vocal Ensemble (6 hrs. must be MUP 101)	8 hours
	MUS 286	Diction for Singers	3 hours
<b>VI.</b>	MUS 470	Senior Seminar	3 hours
	MUP 471	Senior Music Recital	2 hours
<b>Other</b>		Music Electives (not to include applied lessons)	<u>3 hours</u>
		<b>Total:</b>	<b>48 hours</b>

**Piano Emphasis Track:**

<u>Learning Outcome</u>	<u>Course Code</u>	<u>Course Name</u>	<u>Credits</u>
<b>I, II, and III.</b>	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
<b>IV.</b>	MUS 150	From Bach to Rock	3 hours
	<i>or MUS 215</i>	<i>or Women, Music, and Culture</i>	
	MUS 284	Masterworks for Piano	2 hours
	MUS 331 & 332	History of Music I & II	6 hours

V.	MUP X15/X25	Applied Piano Lessons	7 hours
	MUP X16/X26	Applied Organ Lessons <i>or Applied Harpsichord Lessons</i>	2 hours
	MUS 310	Practical Skills for the Working Pianist	3 hours
	Ensemble	MUP 101, 102, 103, or 104 ( <i>4 hrs. must be MUP 101</i> )	5 hours
	MUP 105/106	Voice Class <i>or Applied Voice Lessons</i>	1 hour
VI.	MUS 470	Senior Seminar	3 hours
	MUP 471	Senior Music Recital	2 hours
		Music Electives (not to include applied lessons)	<u>3 hours</u>
<b>Total:</b>			<b>48 hours</b>

#### Organ Emphasis Track:

<u>Learning Outcome</u>	<u>Course Code</u>	<u>Course Name</u>	<u>Credits</u>
I, II, and III.	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
IV.	MUS 331 & 332	History of Music I & II	6 hours
	MUS 340	Organ Literature	2 hours
V.	MUP X16/X26	Applied Organ Lessons ( <i>two hours may be satisfied by MUP X15/X25</i> )	7 hours*
	MUS 310	Practical Skills for the Working Pianist	3 hours
	Ensemble	MUP 101, 102, 103, or 104 ( <i>4 hours must be MUP 101</i> )	8 hours
	MUP 105/106	Voice Class <i>or Applied Voice Lessons</i>	2 hours
VI.	MUS 470	Senior Seminar	3 hours
	MUP 471	Senior Music Recital	2 hours
Other		Music Electives (not to include applied lessons)	<u>5 hours</u>
	<b>Total:</b>		<b>48 hours</b>

## Minor Requirements: Music

<u>Course Code</u>	<u>Course Name</u>	<u>Credits</u>
MUS 181	Foundations of Music	3 hours
MUS 182	Harmony and Tonality	3 hours
MUS 150	From Bach to Rock	3 hours
<i>or MUS 215</i>	<i>or Women, Music, and Culture</i>	
Ensemble	MUP 101, 102, 103, or 104 (2 hours must be MUP 101)	4 hours
Applied	Applied lessons in the same instrument (2 semesters of voice or piano class are acceptable)	2 hours
Other	Music Electives	<u>3 hours</u>
<b>Total:</b>		<b>18 hours</b>

**Resources for Non-Majors.** Music courses available to all students include private music instruction, music ensembles, and a variety of topic courses. Music students and faculty appear regularly in recitals. Concerts, recitals, workshops, and master classes by guest artists are offered for the College and community.

Two auditioned choral ensembles with strong traditions of excellence are open to all Wesleyan students. The Concert Choir is the larger ensemble and performs concerts each semester for the campus and community. The Wesleyannes, the smaller group, is a chamber chorus; this ensemble gives frequent performances throughout the school year both on and off campus. An annual concert tour is a tradition for both organizations. There is also an instrumental ensemble open to the general student population by audition.

**Postgraduate Opportunities.** Students who major in music may pursue graduate study in a variety of specialized music areas such as performance, church music, music history, or music teaching. Many find employment in a church as singer, organist, and/or choir director. Graduates often establish studios for private teaching. The training and discipline received through music study can provide an excellent foundation for graduate work in humanities and social science areas as well.

**Concerts and Recitals/Attendance.** Opportunities abound for the student to hear music at Wesleyan. Music faculty and students perform often. The College offers a series of convocations and other programs which bring artists to campus. The Macon Concert Association presents an annual concert series in Porter Auditorium with tickets available to students without charge.

The Music Department considers attendance at concerts, masterclasses, and recitals to be an essential part of the music student's education. Therefore, students enrolled in private study are required to attend designated events. This requirement is reflected in the student's applied music grade.

**Performing Opportunities.** Master classes are offered in voice, organ, and piano. Performance classes and department recitals provide the student opportunities to perform before an audience of her peers. The Concert Choir, Wesleyannes, and Instrumental Ensemble offer concerts for the community each term and often feature solo performers. The music faculty endorses performances as a vital and indispensable part of music learning. However, a student must obtain the permission of her applied primary instructor before accepting a public performance engagement.



## **Music (MUS) Course Descriptions**

### **MUS 150: From Bach to Rock.**

**Goal:** To provide students with an historical overview of the way in which music has developed in our culture, from the earliest examples until today.

**Content:** Students will learn about the elements and principles common to all types of music. Stylistic periods, genres, composers, and specific pieces will be studied throughout the course. The music will also be examined as a product of the particular cultural and political climate in which it was conceived.

**Prerequisite:** None.

**Taught:** Regularly.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (FA).

**Credit:** 3 hours.

### **MUS 181: Foundations of Music.**

**Goal:** To introduce students to basic musical concepts.

**Content:** Students will develop and understanding of musical notation, scales, intervals, and basic harmony, and will learn to use the keyboard and solfege as tools for studying music.

**Taught:** Fall.

**Credit:** 3 hours.

### **MUS 182: Harmony and Tonality.**

**Goal:** This course will focus on understanding the compositional process in common practice Western music as well as developing the skills of sight singing and ear training.

**Content:** This course deals with harmony, the sound that results from the combination of two or more pitches, and how it was handled by the great composers of Western music. Understanding will be gained by analyzing music as well as the writing of short musical examples.

**Taught:** Spring.

**Prerequisite:** MUS 181.

**Credit:** 3 hours. (the class will meet 5 days a week).

### **MUS 215: Women, Music, and Culture.**

**Goal:** To challenge students to engage actively and to think critically about women's roles and the power of perspective in historical narrative. Students will learn how to listen and analyze a number of musical styles and genres, as well as consider issues such as gender and control in music and how women are perceived cross-culturally.

**Content:** This course will examine the contributions of women involved in the world of music, including composers, producers, consumers, performers, and educators. The course will cover the major historical music periods as well as a number of popular and world music styles.

**Taught:** Regularly.

**Gen Ed. Category:** Synthesizing Perspectives, Women's Experiences, (FA).

**Credit:** 3 hours; cross-listed as WST 215.

### **MUS 278: Teaching Children Through Music.**

**Goal:** To prepare classroom teachers to conduct appropriate music activities and to teach music effectively in grades P-5.

**Content:** Basic music concepts, skills, and materials appropriate for elementary school children in the classroom.

**Taught:** Spring. Alternate years.

**Credit:** 3 hours.

### **MUS 280: Advanced Harmony and Tonality.**

**Goal:** This course will focus on a more advanced understanding of the compositional process in common practice Western music as well as further developing the skills of sight-singing and ear training.

**Content:** The goal of this course is to expose students to more advanced harmonic procedures, such as secondary dominants, modulations, and borrowed chords, as well as techniques used in modern music. These goals will be accomplished by analyzing music as well as the writing of short musical examples and more extended compositions.

**Taught:** Fall.

**Prerequisites:** MUS 182.

**Credit:** 3 hours.

### **MUS 282: Form and Analysis.**

**Goal:** An exploration of the principles governing large-scale musical organization from Renaissance polyphony to the

Innovative approaches to musical form in the 20th century.

**Content:** The course develops understanding of contrapuntal forms in the Renaissance and Baroque (including fugue), Classical forms such as sonata and rondo and their expansion in the Romantic era, as well as formal procedures in modern music. Aural and visual recognition of composers, compositional processes, and genres will be emphasized.

**Taught:** Spring.

**Prerequisites:** MUS 280.

**Credit:** 3 hours.

#### **MUS 284: Masterworks for Piano.**

**Goal:** To provide students with a historical overview of the piano and its predecessors. To trace the development of Keyboard Literature through different periods and styles in Western music, spanning from the Baroque to Contemporary Art Music. To recognize major works of Keyboard Literature by their main themes, structure and style. To develop understanding and knowledge of Piano Repertoire for teaching purposes. Each student will embark on an in-depth study of one significant work in the Repertoire and complete a research project/oral presentation as the culmination of her study.

**Content:** Examining and contextualizing the Western Pianist's Canon while also exploring works that are innovative and/or outside the accepted canon.

**Taught:** Fall. Alternate years.

**Prerequisite:** Two semesters of Applied Piano study or by permission of the Instructor.

**Credit:** 2 hours.

#### **MUS 286: Diction for Singers.**

**Goal:** To learn correct pronunciation and articulation for singing in English, Italian, Latin, French, German, and Spanish. The International Phonetic Alphabet (IPA) will be an integral tool in this process.

**Content:** The literature covered will include pieces from choral and solo vocal literature in various languages.

**Taught:** Alternate years.

**Prerequisite:** Two semesters of Applied Voice.

**Credit:** 3 hours.

#### **MUS 310: Practical Skills for the Working Pianist.**

**Goal:** To introduce students to a variety of commonly needed practical skills typically encountered by a working pianist and teacher. Topics addressed will include Sightreading Solo Piano Literature, Piano Ensemble Literature, Vocal and Instrumental Accompaniment, Figured Bass, Hymn Playing, Reading Choral Scores, Improvisation in Classical and Jazz/Pop contexts, etc. Extant sightreading skills will be improved through systematic analysis and methodical practice of short excerpts. Students will collaborate and perform together in repertoire for 4-8 hands. Upon completing the course, students will have gained substantial experience and flexibility in their ability to function in various situations as pianist.

**Content:** Various examples from musical literature, from Baroque figured bass to Contemporary Jazz and Pop charts.

**Taught:** Spring. Alternate years.

**Prerequisite:** At least 3 years experience playing piano or Permission of Instructor.

**Credit:** 3 hours.

#### **MUS 315: History of Vocal Literature, Performance and Style.**

**Goal:** A study of solo vocal literature from a historical perspective with emphasis upon performance and style. Students will be expected to develop a vocabulary for discussing and writing about this repertoire; oral presentations are included.

**Content:** Italian, German, French, British, Spanish and American song repertoire will be explored. Women composers and their contributions to vocal literature will be highlighted.

**Taught:** Alternate years.

**Prerequisite:** MUS 181 and MUS 182.

**Credit:** 2 hours.

#### **MUS 331, 332: History of Music I, II.**

**Goal:** To introduce students to the major stylistic periods of music in western civilization through the study of musical scores and recordings, as well as assigned texts. To explore the intersections of western and non-western music traditions in the development of musical style. To introduce students to the methodology of music history through the selecting of an area of interest, surveying the available literature on the subject, and presenting the information in both written and oral communication.

**Content:** Music from the Middle Ages through the mid-eighteenth century will be explored in MUS 331. MUS 332 begins with music of the Viennese Classicists and concludes with music from the modern era.

**Taught:** Fall, Spring. Alternate years.

**Prerequisite:** For 331, MUS 181 and 182 or permission of Instructor. For 332, MUS 331 or permission of Instructor.  
**Credit:** 3 hours.

**MUS 340: Organ Literature.**

**Goal:** To acquaint students with the body of literature available to organists from the 16th century through the present. Students will study works intended for concert use as well as those designed for liturgical purposes.

**Content:** A survey of organ literature from the earliest known examples through the present.

**Taught:** As needed.

**Prerequisite:** Permission of Instructor.

**Credit:** 2 hours.

**MUS 396: Special Topics in Music.**

**Goal:** To offer the student opportunities to pursue fields of study outside of traditionally offered courses.

**Content:** An in-depth examination of a special area of music. Topics offered vary from time to time. Representative topics include music composition, conducting, choral repertoire, women in music, workshop in opera/musical theatre, etc.

**Taught:** Offered occasionally.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**MUS 451: Directed Independent Study.**

**Goal:** To permit the student to explore a topic of study not covered in the regular course structure. To encourage a concentrated course of study for the serious and independent student.

**Content:** Varies according to interest of student; to be agreed upon by student and professor, with the approval of the program director.

**Taught:** Offered occasionally.

**Prerequisites:** Permission of instructor and program director.

**Credit:** 1-6 hours.

**MUS 452: Field Study.**

**Goal:** To offer the student the opportunity for workplace experience related to music.

**Content:** Practical work in the area of music.

**Taught:** Offered occasionally.

**Prerequisites:** Permission of the faculty advisor and the faculty sponsor.

**Credit:** 1-12 hours.

**MUS 470: Senior Seminar.**

**Goal:** To provide a capstone course for majors in which students complete a significant research project and explore options for potential career paths or possible educational endeavors.

**Content:** Study and discussion of music research methods, and of career possibilities and professional work environments/expectations. Students will give an oral presentation of their projects at the end of the semester.

**Taught:** Fall.

**Prerequisites:** Senior status.

**Credit:** 3 hours

**Music Performance (MUP) Course Descriptions**

**MUP 101: Concert Choir.**

**Goal:** Students will be taught to sing well and express creatively within the context of a choral ensemble. Focus will be given to musicianship, vocal technique, diction and interpretation. The importance of musical discipline will be emphasized in rigorous rehearsals. A high priority is placed on the responsibility of the individual singer to the ensemble.

**Content:** Repertoire will be chosen from various styles and languages. Emphasis is placed upon individual accuracy, vocal development and cooperation through participation as a member of the ensemble. Artistry and expressive *communication is demonstrated by the combined efforts of the whole ensemble in various performances.*

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor.

**Grading:** Letter grade based on participation, including rehearsal attendance.

**Gen. Ed. Category:** Exploring; thinking and expressing creatively; (FA).

**Credit:** 1 hour. Students may repeat this course for a total of 8 hours credit.

**MUP 102: Wesleyannes.**

**Goal:** Students are given the opportunity to experience singing in a chamber ensemble, with a high level of musical understanding and expressiveness. Music is often performed from memory and without a conductor, placing greater responsibility upon the members of the ensemble. Focus is given to continued development of vocal technique and musicianship.

**Content:** A variety of repertoire, including popular as well as more serious styles. Frequent performing opportunities on the campus and in the community.

**Taught:** Fall, Spring

**Prerequisites:** Annual audition from among students who have satisfactorily completed at least two semesters of concert choir, including the spring tour or permission of instructor.

**Grading:** Letter grade based on participation, including rehearsal attendance.

**Credit:** 1 hour. Students may repeat this course for a total of 8 hours credit.

**MUP 103: Instrumental Ensemble.**

**Goal:** To give students an opportunity to perform and express creatively in an instrumental ensemble.

**Content:** Music literature for the instrumentation of the ensemble. Artistry and expressive communication is demonstrated by the combined efforts of the whole ensemble in various performances.

**Taught:** Fall; Spring.

**Prerequisite:** Audition demonstrating music literacy and technical facility on an appropriate musical instrument.

**Credit:** 1 hour. Students may repeat this course for a total of 8 hours credit.

**MUP 104: Percussion Ensemble.**

**Goal:** To give students an opportunity to perform and express creatively in an ensemble

**Content:** Students will be taught the basic rudiments of rhythm and will be asked to develop rhythmic skill in combination with various types of percussion instruments. Students will be given individual attention but will also be asked to perform pieces in combination with other students as an ensemble. Types of instruments to be used will include various types of drums, keyboard percussion instruments (xylophone, bells, etc.), and numerous auxiliary percussion instruments.

**Taught:** Fall; Spring

**Prerequisite:** None.

**Gen. Ed. Category:** Exploring; thinking and expressing creatively; (FA).

**Credit:** 1 hour. Students may repeat this course for a total of 8 hours credit.

**MUP 105, 106: Voice Class.**

**Goal:** To acquaint students (non-voice majors) with the various aspects of vocal technique that combine to produce a good singing voice; to enhance students' ability to control performance anxiety; and to encourage self-expression and to enhance students' ability to communicate effectively in front of a group. Students are encouraged to take both semesters in order to build and retain skills learned in these courses.

**Content:** Study of a variety of vocal music.

**Taught:** Fall (105), Spring (106).

**Prerequisite:** MUP 105 or permission of instructor is a prerequisite for MUP 106.

**Gen. Ed. Category:** Exploring; thinking and expressing creatively; (FA).

**Credit:** 1 hour.

**MUP 107, 108: Piano Class.**

**Goal:** To introduce students to playing the piano and to develop technical skills and musicianship. Students are encouraged to take both semesters in order to build and retain skills learned in these courses.

**Content:** Reading rhythmic and pitch notation, playing melodies with chordal accompaniments and simple countermelodies. Playing of melodies and accompaniments from vocal literature.

**Taught:** Fall (107), Spring (108).

**Prerequisite:** MUP 107 or permission of instructor is a prerequisite for MUP 108.

**Gen. Ed. Category:** Exploring; thinking and expressing creatively; (FA).

**Credit:** 1 hour.

**MUP 110: Musical Theatre Song Workshop.**

**Goal:** To provide students opportunities to work on and perform solo and ensemble repertoire from musical theatre.

**Content:** Participation in rehearsal and performance of musical theatre repertoire from 1940's to present day. Content will vary.

**Taught:** Spring. Alternate years.

**Prerequisite:** None.

**Credit:** 1 hour. Students may repeat this course two times for a maximum of 3 credit hours.

**MUP 201: Music Performance and Production.**

**Goal:** To provide students with staged musical performance experiences.

**Content:** Participation in rehearsal and production of operas, operettas, musical theater pieces, or scenes programs. Content will vary.

**Taught:** Spring. Alternate years.

**Prerequisite:** Audition and permission of instructor.

**Credit:** 1 hour.

**MUP 471: Senior Music Recital.**

**Goal:** To encourage and develop musical, artistic, and technical skill at an advanced level and to develop the understanding and stamina required to plan and execute a solo recital.

**Content:** Repertoire from a wide range of periods and genres. Concert and master class attendance is required. A recital pre-hearing must be passed four weeks before the scheduled recital date.

**Taught:** Spring or as needed.

**Prerequisites:** 7 semesters of applied instruction in the same instrument and/or permission of instructor.

**Credit:** 2 hours (55-minute lesson applied music fee required).

**Music Performance (MUP) - Applied Lessons (Fee required)**

**MUP 111 – 211 – 311 – 411: Applied Percussion Lessons (30-minute lesson).**

**MUP 121 – 221 – 321 – 421: Applied Percussion Lessons (55-minute lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on a percussion instrument.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 112 – 212 – 312 – 412: Applied Woodwind Lessons (30-minute lesson).**

**MUP 122 – 222 – 322 – 422: Applied Woodwind Lessons (55-minute lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on a woodwind instrument.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 113 – 213 – 313 – 413: Applied Brass Lessons (30-minute lesson).**

**MUP 123 – 223 – 323 – 423: Applied Brass Lessons (55-minute lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on a brass instrument.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 114 – 214 – 314 – 414: Applied Voice Lessons (30-minute lesson).**

**MUP 124 – 224 – 324 – 424: Applied Voice Lessons (55-minute lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively in voice.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next

higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 115 – 215 – 315 – 415: Applied Piano Lessons (half-hour lesson).**

**MUP 125 – 225 – 325 – 425: Applied Piano Lessons (55-minute lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on piano.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 116 – 216 – 316 – 416: Applied Organ Lessons (30-minute lesson).**

**MUP 126 – 226 – 326 – 426: Applied Organ Lessons (55-minute lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on organ.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 117 – 217 – 317 – 417: Applied Harpsichord Lessons (30-minute lesson).**

**MUP 127 – 227 – 327 – 427: Applied Harpsichord Lessons (55-minute lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on the harpsichord.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 118 – 218 – 318 – 418: Applied String Lessons (30-minute lesson).**

**MUP 128 – 228 – 328 – 428: Applied String Lessons (55-minute lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on a violin, viola, string bass or cello.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 119 – 219 – 319 – 419: Applied Guitar Lessons (30-minute lesson).**

**MUP 129 – 229 – 329 – 429: Applied Guitar Lessons (55-minute lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on the acoustic guitar.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

## Neuroscience

Neuroscience explores the structure and function of the nervous system and its roles in human and animal behavior, perception, development, and physiology. As an interdisciplinary field, neuroscience combines the theoretical foundations and methodologies of experimental psychology, biology, physiology, pharmacology, biophysics, and mathematics. A neuroscience major prepares the student for graduate programs in neuroscience itself and as a double major or minor enhances the competitive position of students for graduate programs in any of the contributing fields, as well as medical, veterinary, dental, and allied health professions.

The student learning objectives for students majoring in neuroscience are:

- I. to demonstrate an understanding of the central theoretical framework of modern neuroscience;
- II. to recognize and explain common patterns in the development, organization, function, and diversity of animal nervous systems;
- III. to develop and demonstrate proficiency in some of the central methodologies and experimental techniques of modern neuroscience, including electrophysiology from cells, nerves and networks, biobehavioral recording, neurohistology, and neuropharmacology;
- IV. to interrelate and appreciate the unique contributions of the multiple scientific disciplines which contribute to the field of neuroscience and its current literature; and
- V. to apply knowledge about the nervous system to exploring and understanding related fields in biology and psychology, such as development, anatomy, physiology, behavior, cognition, and learning.

**Major requirements: Neuroscience:** The major program requires a minimum of 51 hours of course work, including the following:

I. Introductory Context Courses (6 courses; 22 hours):

BIO 110 Principles of Biology I (4 hours)  
BIO 112 Principles of Biology II (4 hours)  
CHM 101 General Chemistry I (4 hours)  
CHM 102 General Chemistry II (4 hours)  
MAT 140\* Precalculus (3 hours)  
PSY 101 General Psychology (3 hours)

II. Intermediate Methodology Courses (any 2 courses; 6-7 hours):

BIO 203 Research Methods in Biology (4 hours)  
PSY 220 Statistical Methods (3 hours)  
PSY 230 Reading, Writing, and Review (3 hours)

III. Neuroscience Core Courses (any 2 courses; 7-8 hours):

PSY/NSC 207 Principles of Neuroscience (4 hours)  
BIO/NSC 325 Neurophysiology (4 hours)  
NSC 335 Neuronal Networks and Systems (3 hours)

IV. Neuroscience Content Electives in Biology (any 2 courses; 7-8 hours):

BIO 210 Human Anatomy and Physiology I (4 hours)  
BIO/NSC 315 Animal Behavior (4 hours)  
BIO 320 Molecular Cell Biology (4 hours)  
BIO/NSC 325\*\* Neurophysiology (4 hours)  
BIO 340 Animal Physiology (4 hours)  
BIO/NSC 341 Developmental Biology (4 hours)  
BIO 396\*\*\* Special Topics in Biology (3, 4 hours)  
NSC 396 Special Topics in Neuroscience (3, 4 hours)

V. Neuroscience Content Electives in Psychology (any 2 courses; 6-8 hours):

PSY/NSC 207\*\* Principles of Neuroscience (4 hours)  
PSY/NSC 260 Drugs and Behavior (3 hours)  
PSY/NSC 310 Cognitive Psychology (3 hours)  
PSY/NSC 314 Learning and Memory (4 hours)  
PSY 396\*\*\* Special Topics in Psychology (3, 4 hours)  
NSC 396 Special Topics in Neuroscience (3, 4 hours)

VI. Senior Capstone Course (either course; 3 hours):

BIO 440 Senior Integrative Exercise in Biology (3 hours)  
PSY 441 Senior Seminar in Psychology (3 hours)

\*May substitute any calculus course; MAT 205 recommended.

\*\*If not used to fulfill set III - Neuroscience Core Courses requirement.

\*\*\*Must be an approved Special Topics course directly relevant to neuroscience.

Research in Neuroscience (NSC 451/499), Biology (BIO 451/499), or Psychology (PSY 451/499) is also strongly recommended.

For students planning application to graduate or professional programs the following additional courses are strongly recommended:

CHM 221, 222 Organic Chemistry I & II  
PHY 115/121 and PHY 116/122 College/General Physics I & II  
MAT 205 Calculus I  
BIO/PSY 451/499 Directed Research/Honors Research

**Integrative Experience:** The integrative experience requirement is met with BIO 440 Senior Integrative Exercise in Biology or PSY 441 Senior Seminar in Psychology. In these courses, students work individually to research a focused topic integrating neuroscience concepts and methods with those of another discipline. Students work collaboratively in a small group to organize oral presentations incorporating individual topics into a broader theme, question, or problem. Students present their work at the end of the semester.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

The neuroscience professional experience requirement can be met by involvement in any of the following related activities: internship, independent study, assisting a faculty member with the instruction of a regular teaching laboratory (teaching assistant), working with a faculty member as part of a laboratory or field research project.

**Minor requirements Neuroscience:** The minor program requires a minimum of 29 hours of course work, including the following:

I. Introductory Context Courses (2 courses; 7 hours):

BIO110 Principles of Biology I (4 hours)  
or BIO 103 Human Biology (4 hours)  
PSY 101 General Psychology (3 hours)

II. Intermediate Methods Courses (all 3 courses from one of the following two sets; 9-12 hours):

**Biology Set:**

BIO 112 Principles of Biology II (4 hours)  
BIO 203 Research Methods in Biology (4 hours)  
CHM 101 General Chemistry (4 hours)

**or Psychology set**



PSY 220 Statistical Methods (3 hours)  
PSY 230 Reading, Writing, and Review (3 hours)  
PSY 305 Research Methods in the Behavioral Sciences (3 hours)

III. Neuroscience Core Courses (any 2 courses; 7-8 hours)

PSY/NSC 207 Principles of Neuroscience (4 hours)  
BIO/NSC 325 Neurophysiology (4 hours)  
NSC 335 Neuronal Networks and Systems (3 hours)

IV. Neuroscience Elective Courses (any 2 courses; 6-8 hours)

PSY/NSC 207\* Principles of Neuroscience (4 hours)  
PSY/NSC 260 Drugs and Behavior (3 hours)  
PSY/NSC 310 Cognitive Psychology (3 hours)  
PSY/NSC 314 Learning and Memory (4 hours)  
BIO 210 Human Anatomy and Physiology I (4 hours)  
BIO/NSC 315 Animal Behavior (4 hours)  
BIO 320 Molecular Cell Biology (4 hours)  
BIO/NSC 325\* Neurophysiology (4 hours)  
NSC 335\* Neuronal Networks and Systems (3 hours)  
BIO 340 Animal Physiology (4 hours)  
BIO/NSC 341 Developmental Biology (4 hours)  
\*\*BIO 396 Special Topics in Biology (3,4 hours)  
\*\*PSY 396 Special Topics in Psychology (3,4 hours)  
NSC 396 Special Topics in Neuroscience (3, 4 hours)

\*If not used to fulfill set III - Neuroscience Core Courses requirement.

\*\*Must be an approved Special Topics course directly relevant to neuroscience.

**Neuroscience (NSC) Course Descriptions**

**NSC 207: Principles of Neuroscience.**

**Goal:** To provide the student with an understanding of physiological processes that mediate psychological functioning.

**Content:** The biological bases of sensation, perception, learning, memory, cognition, motivation, emotion, and consciousness; overview of recent and significant developments in this area.

**Taught:** Fall.

**Prerequisite:** PSY 101.

**Credit:** 4 hours; cross-listed as PSY 207.

**NSC 260: Drugs and Behavior.**

**Goal:** To examine the major classes of drugs which affect behavior, including drugs of abuse and drugs used in the treatment of mental disorders.

**Content:** The pharmacology of drugs of abuse and drugs used in treating mental disorders is explored. Exploration of historical background of drugs as well as social context.

**Taught:** Spring.

**Credit:** 3 hours; cross-listed as PSY 260.

**NSC 310: Cognitive Psychology.**

**Goal:** To foster an understanding of the human mind and how it operates by discussing the major theories, concepts, and research in cognitive psychology.

**Content:** Detailed examination of how humans encode, perceive, remember, and use the information encountered in daily life. Topics examined include pattern recognition, mental imagery, attention, memory, language, problem solving, creativity, and artificial intelligence.

**Taught:** Fall. Alternate years.

**Prerequisites:** PSY 101.

**Credit:** 3 hours; cross-listed as PSY 310.

**NSC 314: Learning and Memory.**

**Goal:** To provide students with a clear and comprehensible integration of classic and contemporary achievements in the field of learning and memory.

**Content:** Principles of respondent and operant conditioning as well as memory and cognition in terms of possible mechanisms, current research, the theory.

**Taught:** Spring. Alternate years.

**Prerequisites:** PSY 101 and MAT 220; PSY 305 or BIO 203; or permission of program director.

**Credit:** 4 hours; cross-listed as PSY 314.

**NSC 315: Animal Behavior.**

**Goal:** To familiarize the student with the biological study of animal behavior. To introduce the student to the major historical and contemporary perspectives of behavioral study. To allow the student to practice field and laboratory methods of behavioral sampling and analysis.

**Content:** A practice-oriented survey of contemporary approaches to animal behavior, including behavioral genetics, behavioral development, neuroethology, behavioral endocrinology, behavioral ecology and evolution, ethology and sociobiology.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 103 or 110; BIO 203 or PSY 305.

**Credit:** 4 hours; cross-listed as BIO 315.

**NSC 325: Neurophysiology.**

**Goal:** To familiarize the student with the theoretical bases and experimental methods of modern neurobiology, appropriate to studying the structure and function of individual nerve cells and small neuronal systems.

**Content:** A practice-oriented introduction to cellular and systems neurobiology. Laboratory exercise and discussion topics will include electrophysiological, histophysiological, and neurochemical techniques, neuronal membrane dynamics, synaptic function and plasticity, sensory coding, sensorimotor coordination, central pattern generation, and network function. Methods of study will include electrophysiological recording from invertebrate and embryonic vertebrate preparations, neurochemical and microsurgical manipulation, computer and electronic simulations, and correlational network analysis.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 103 or 110; BIO 203 or PSY 305; PSY 207 or consent of instructor.

**Credit:** 4 hours; cross-listed as BIO 325.

**NSC 335: Neuronal Networks and Systems.**

**Goal:** To familiarize the student with the scientific questions, theories, methods, and practices of studying neuronal networks and systems in animals. To become conversant with the primary scientific literature in network and systems neuroscience, as well as functional neuroethology.

**Content:** A seminar--style course which samples from the range of sensory, motor, and associational neuronal networks and systems in invertebrate and vertebrate animals and the experimental and analytical approaches used to understand them. Instructor- and student-led discussions will use both review texts and the primary neuroscience literature of particularly well-understood systems as source material. This will be supplemented with hands-on exploration of computer-based simulations and models of neuronal networks. Specific topics might include, for example, detection, discrimination, and topographical mapping in visual and olfactory systems, owl and anuran auditory localization, fish electroreception, bat echolocation, crustacean and teleost escape behavior, coordination of leech swimming, locust flight, and birdsong, and the neuronal substrates of daily and seasonal rhythms.

**Taught:** Spring. Alternate Years.

**Prerequisites:** PSY 101; BIO 103 or BIO 110; PSY 207 or consent of instructor.

**Credit:** 3 hours.

**NSC 341: Developmental Biology.**

**Goal:** To introduce the student to the processes and structures involved in the ontogeny of animals.

**Content:** The development of animals from gametogenesis through fertilization, gastrulation, and organogenesis, including intra- and extracellular regulation and control of developmental mechanisms and structures. A comparison of the developmental processes of protostomes and deuterostomes.

**Taught:** Spring Alternate years.

**Prerequisites:** BIO 110, 112, and 203.

**Credit:** 4 hours; cross-listed as BIO 341.

**NSC 396: Special Topics in Neuroscience.**

**Goal:** To understand psychological topics not covered in-depth in other courses offered in the department.

**Content:** Topics vary.

**Taught:** Offered occasionally.

**Prerequisites:** None.

**Credit:** 3 hours; cross-listed as PSY (if content applies). A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**NSC 451: Directed Independent Study.**

**Goal:** To provide opportunities to engage in faculty-supervised or student-controlled research projects. To study a topic in-depth not ordinarily offered by the department.

**Content:** Topics vary; examples.

**Taught:** Fall, Spring.

**Prerequisites:** Major of senior standing, and consent of instructor.

**Credit:** 3 hours.

**NSC 452: Field Study.**

**Goal:** To gain experience in application of psychological findings to community settings.

**Content:** Varies with instructor.

**Taught:** Fall, Spring.

**Prerequisites:** Appropriate background and permission of intern supervisor.

**Credit:** 1-12 hours.

**NSC 499: Honors Thesis.** (Fee required).

## Nursing

**The Nursing Program.** The Wesleyan College Bachelor of Science in Nursing degree offers qualified students a two year rigorous liberal arts foundation, followed by a unique two-year nursing curriculum that focuses on holistic nursing with an emphasis on women's health. This includes a variety of clinical practice experiences designed to prepare graduates for successful careers in nursing. Courses will show evidence of multiple teaching strategies and varied clinical practice opportunities throughout the program.

The Bachelor of Science in Nursing is a four-year traditional degree program that prepares a nurse generalist for practice and leadership in the role of professional nurse in a variety of health care settings and specialties. Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) for Registered Nurses for entry into practice in any state. This broad-based program is built upon courses in the humanities, fine arts, mathematics, sciences, and social and behavioral studies. The program conforms to standards set by the Georgia Board of Nursing and the CCNE. The curriculum is designed to prepare graduates to enter a master's program of study in nursing.

Students who intend to complete the Bachelor of Science in Nursing (BSN) degree program should express their interest to the nursing division prior to matriculation at Wesleyan College or as soon as possible thereafter so that they can be advised to take appropriate pre-nursing courses.

Students who have questions or who seek clarification concerning policies and/or procedures should contact the nursing division in the Munroe Science Center.

**Program Goals/Learning Outcomes.** The program prepares the successful graduate to:

I. Synthesize knowledge and content from the prerequisite core of science, mathematics, the liberal arts (humanities, fine arts, modern foreign language and the social sciences) to the practice of professional nursing.

II. Provide holistic care to clients of all ages in a variety of settings.

III. Integrate evidenced-based practice (EBP) as the foundation for nursing interventions and care delivery.

- IV. Analyze issues that impact nursing, health and the global community.
- V. Synthesize concepts of leadership and management into the practice of nursing.
- VI. Integrate the role of the professional nurse with an awareness of self and a commitment to lifelong learning.

The following courses support each learning outcome:

- I. NUR 300, 301, 302, 305, 306, 315, 403, 405, 414
- II. NUR 301, 302, 304, 314, 315, 404, 405, 414, 415
- III. NUR 300, 301, 302, 304, 305, 306, 314, 403, 404, 405, 414, 415
- IV. NUR 300, 301, 302, 305, 306, 403, 404, 413, 414
- V. NUR 301, 403, 413, 415
- VI. NUR 300, 301, 304, 314, 315, 405, 415

### **Required Nursing (NUR) Courses: 60 hours**

Note: These courses are open only to those students admitted to the BSN degree program. The student will take these courses in the 3rd (junior) and 4th (senior) years of the program.

#### **1st semester: Junior Year (3<sup>rd</sup> year) – 15 hours**

NUR 300 Foundations of Professional Nursing 3 hours  
NUR 301 Physical Assessment & Health Promotion 4 hours  
NUR 302 Holistic Nursing I: Fundamental Principles and Skills 5 hours  
NUR 305 Pathophysiology/Pharmacology I 3 hours

#### **2nd semester: Junior Year – 16 hours**

NUR 304 Evidenced-Based Practice 2 hours  
NUR 306 Pathophysiology/Pharmacology II 3 hours  
NUR 314 Holistic Nursing II: Intro to Care of the Client 5 hours  
NUR 315 Holistic Nursing III: Basic Care of the Inpatient Client 6 hours

#### **3rd semester: Senior Year (4<sup>th</sup> year) - 15 hours**

NUR 403 Holistic Nursing IV: Advanced Care of the Inpatient Client 6 hours  
NUR 404 Holistic Nursing V: Mental Health Nursing 4 hours  
NUR 405 Holistic Nursing VI: Women's Health 5 hours

#### **4th semester: Senior Year - 14 hours**

NUR 413 Leadership & Management in Nursing 4 hours  
NUR 414 Holistic Nursing VII: Care of Client in the Community 4 hours  
NUR 415 Holistic Nursing VIII: Capstone Nursing Practicum 6 hours

**Professional Development:** To experience how the liberal arts education provides a foundation for future professional success, establish academic, personal, and professional goals, and develop and demonstrate tools and strategies for personal and professional growth (learning objective #7), each student will participate in a Professional Development Experience (PDE) during NUR 415 Holistic Nursing VIII- Capstone Nursing Practicum. Each student will also create an ePortfolio to document and reflect upon her learning experiences as they relate to career and professional goals. The ePortfolio will include several required learning modules, in addition to any other items the student may want to incorporate. Students will share the completed ePortfolio with her faculty advisor prior to graduation.

## **Nursing (NUR) Course Descriptions**

### **NUR 200: Introduction to Professional Nursing.**

**Content:** This course is designed to familiarize the potential nursing student with the roles of the professional nurse and her interface with the health care system. An examination of nursing practice settings, career opportunities as well as legal and ethical decisions encountered by nurses will be examined. The scope of nursing practice in Georgia will be examined. Shadowing experiences will be planned for each student to offer exposure to "real life nursing practice" in a variety of settings. In addition, an overview of the nursing program, expectations and learning strategies will be discussed. A service learning project will be an integral part of the course experience enabling students to focus on a critical health care need.

**Prerequisite:** None; this course may be taken prior to entering the nursing program.

**Offered:** Spring.

**Credit:** 2 hours.

### **NUR 300: Foundations of Professional Nursing.**

**Content:** Socialization to the profession of nursing is begun in this course. An overview of the history, theory and practice of professional nursing, as well as professional standards, the code of ethics and legal issues are discussed. The nurse's role in the health care setting is discussed. The importance of the Nursing Process as a problem-solving and care-planning tool is provided with an emphasis on the ability of the nurse to think critically and to examine issues in nursing.

**Prerequisite(s):** Admission to the Nursing Program.

**Offered:** Fall and Spring

**Credit:** 3 hours.

### **NUR 301: Physical Assessment and Health Promotion.**

**Content:** Head to toe health assessment is taught using a focused system approach, including health history and physical examination skills, as well as health promotion, restoration, and maintenance activities related to caring for diverse clients. Students are expected to master basic assessment sequencing, techniques and skill mastery related to assessment for adult, children and geriatric clients.

Cultural variations, developmental tasks and health promotion, restoration, and maintenance activities related to physical and psychosocial changes across the life span are reemphasized. Outcome strategies to address identified health problems are provided during each system discussion.

**Prerequisite(s):** Admission to Nursing Program.

**Offered:** Fall and Spring

**Credit:** 4 hours (3 class hours; 3 clinical hours).

### **NUR 302: Holistic Nursing Care I: Fundamental Principles and Skills.**

**Content:** The nurse's role as clinician is the foundation for this course. Use of the nursing process, therapeutic communication, skill mastery and application of concepts of assessment are integrated in the clinical laboratory and select community settings. A holistic framework provides the structure for practice, enabling the student to recognize the uniqueness of each client and the importance of continuity of care. Beginning technical competency for clinical skills is expected with an emphasis on the comprehensive care plan for the individual healthy adult, child or older person.

**Prerequisite(s):** Admission to Nursing Program.

**Offered:** Fall and Spring

**Credit:** 5 hours (3 class hours, 6 clinical hours).

### **NUR 304: Evidence-Based Practice.**

**Content:** Evidence-based practice is the foundation of professional practice enabling the nurse to plan and evaluate interventions using scientific rationale. The ability to critique and apply research studies and methodology to patient care is the focus. Qualitative and quantitative methodologies are explored.

**Prerequisite(s):** NUR 300, 301, 302, 305.

**Offered:** Fall and Spring

**Credit:** 2 hours (2 class hours).

### **NUR 305: Pathophysiology/Pharmacology I.**

**Content:** This combined course provides an introduction to the study of underlying changes in primary physiologic regulatory mechanisms and the pharmacotherapies utilized as treatment for identified alterations and disease states across the lifespan. Successful students will acquire the foundational understanding of pathophysiology, principles of

pharmacodynamics, and pharmacokinetics of identified medications for health promotion, treatment and symptom management. The nurse's role in minimizing risk to patients and promoting a culture of safety will be emphasized and other variables impacting pharmacology such as age, gender, culture, genetics/genomics. This is the first semester of the two-semester sequence.

**Prerequisite:** Admission to the Nursing Program.

**Offered:** Fall and Spring

**Credit:** 3 hours (3 class hours).

### **NUR 306: Pathophysiology/ Pharmacology II.**

**Content:** This combined course is a continuation of the study of underlying changes in primary physiologic regulatory mechanisms and the pharmacotherapies utilized as treatment for identified alterations and disease states across the lifespan. This course builds on the learning objectives from Pathophysiology/Pharmacology I to expand the foundational knowledge of pathophysiology, principles of pharmacodynamics, and pharmacokinetics of identified medication for health promotion, treatment and symptom management. The nurse's role in minimizing risk to patients and promoting a culture of safety will be reinforced and other variables impacting pharmacology such as age, gender, culture, genetics/genomics. This is the second semester of the two-semester sequence.

**Prerequisite(s):** NUR 300, 301, 302, 305.

**Offered:** Fall and Spring

**Credit:** 3 hours (3 class hours).

### **NUR 314: Holistic Nursing Care II: Intro to Care of the Client.**

**Content:** Utilizing a holistic framework, students will be introduced to the biophysical care and safety of the client across the life span. Priority setting, delegation and critique of nursing interventions are introduced.

**Prerequisite(s):** NUR 300, 301, 302, 305.

**Offered:** Fall and Spring

**Credit:** 5 hours (3 class hours, 6 clinical hours).

### **NUR 315: Holistic Nursing Care III: Basic Care of the Inpatient Client.**

**Content:** The physiological and psychological changes experienced by the hospitalized client are emphasized. The integration of anatomy and physiology as well as health assessment and psychosocial interventions are utilized to provide safe holistic care to clients across the life span.

**Prerequisite(s):** NUR 300, 301, 302, 305.

**Offered:** Fall and Spring

**Credit:** 6 hours (3 class hours, 9 clinical hours).

### **NUR 403: Holistic Nursing Care IV: Advanced Care of the Inpatient Client.**

**Content:** The advanced care of the inpatient client is the focus of the course. The physiological and psychological changes experienced by the adult during illness are emphasized. Integration of anatomy and physiology as well as health assessment, psychosocial interventions and use of the nursing process are critical nutritional, psychosocial and evidence based practice concepts are integrated within the framework of the holistic care model. The evaluation of patient care outcomes and use of creative nursing interventions are stressed in the clinical setting. Beginning concepts of priority setting, delegation and critique of nursing interventions are examined.

**Prerequisite(s):** NUR 304, 306, 314, 315.

**Offered:** Fall and Spring

**Credit:** 6 hours (3 class hours, 9 clinical hours).

### **NUR 404: Holistic Nursing Care V: Mental Health Nursing.**

**Content:** Foundational knowledge of mental health and physical care is explored using common psychotic behaviors and their impact on health and disease. Developmental and life cycle models used as underpinnings for exploring the physiological and psychological changes in the human lifespan provide the foundation for care of clients in psychiatric/mental health settings. The nursing process will be applied to psychiatric/mental health clients along the health/illness continuum in a variety of settings. Social and political factors that impact the client in psychiatric/mental health settings will be analyzed.

**Prerequisite(s):** NUR 304, 306, 314, 315.

**Offered:** Fall and Spring

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**NUR 405: Holistic Nursing Care VI: Women's Health Nursing.**

**Content:** The role of the nurse in caring for women across all ages and developmental models is the focus of this course. Using developmental and life cycle models as underpinnings for exploring the physiological and psychological changes occurring to women will be the foundation for care giving. The nursing process will be applied to women of all ages and in a variety of settings. The use of teaching, primary, secondary, and tertiary care concepts will be explored. Social and political factors that impact the health of women are examined. Childbearing, childbearing family, and pediatric clients during health and illness is the framework for the clinical placement in this course.

**Prerequisite(s):** NUR 304, 306, 314, 315.

**Offered:** Fall and Spring

**Credit:** 5 hours (3 class hours, 6 clinical hours).

**NUR 413: Leadership & Management in Nursing.**

**Content:** The nurse's role as leader and manager is the foundation for this course. The emphasis is on priority setting, delegation, communication and clinical application of the principles of professional practice roles in leading and managing staff and groups of patients. Collaboration with other health care providers to improve evidence-based outcomes of patients is emphasized. Completion of this course is under the guidance of a faculty advisor and a clinical preceptor.

**Prerequisite(s):** NUR 403, 404, 405.

**Offered:** Spring.

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**NUR 414: Holistic Nursing Care VII: Care of Client in the Community.**

**Content:** This course introduces the concept of community as client. The development of skills related to community assessment and the concepts of epidemiology in examining health practices throughout the global community are explored. The nurse's role in providing health care to clients/aggregates in a variety of culturally diverse communities is the framework for nursing care. The clinical experiences will expose students to a variety of community health environments, health programs and policies and their impact on care. Opportunities to practice health promotion behaviors and critique health care delivery systems will be emphasized.

**Prerequisite(s):** NUR 403, 404, 405.

**Offered:** Spring.

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**NUR 415: Holistic Nursing Care VIII: Capstone Nursing Practicum.**

**Content:** This course is designed to fully integrate the students into the profession of nursing. Students will focus on management of groups of clients in the acute care setting. The nurse as leader, manager, patient advocate and clinician are emphasized. Clinical skills are honed within the framework of the holistic model as the student continues to develop her role prior to graduation. An examination of strengths and weaknesses of nursing care provide the framework for growth and self-reflection. Focus will be on priority settings, integration of research into clinical practice and evaluating patient care and staff. To that end, the in-class courses will review systems and disease with nursing interventions; provide in-class discussion opportunities utilizing evidence-based research care and holistic treatment in the hospital and acute setting. The clinical immersion experience enables the nurse to fully implement all aspects of the professional nursing role.

**Prerequisite(s):** NUR 403, 404, 405.

**Offered:** Spring.

**Credit:** 6 hours (3 class hours, 9 clinical hours).

## Organizational Behavior

Combining content from business and psychology, the organizational behavior minor\* provides students with a more focused exploration of the impact of human behavior (both as individuals and in groups) on organizational practices. This concentration would be an ideal option for a psychology or business major who plans to apply to related graduate programs. Students who plan on entering the workplace following graduation will benefit from increased knowledge relating to human resources, conflict management, and employer-employee relations in governmental, for-profit, and non-profit organizations in both public and private sectors.

### Required Courses (18 hours)

*All courses are 3 hours.*

BUS 315: Principles of Management

BUS 317: Organizational Behavior

BUS 318: Human Resources Management

PSY 101: General Psychology

PSY 203: Social Psychology

PSY 312: Industrial and Organizational Psychology

\* Organizational behavior is also offered as a concentration for [business administration](#) majors.

## Philosophy

One of the things most characteristic of being human is our capacity for reflection, especially self-reflection, i.e., our ability to reflect on our own ability to reflect, a thinking about our own thinking. To engage in philosophical reflection, then, is to reflect on the fundamental nature and meaning of our very existence. The study of philosophy is thus at once both deeply personal (as the question of the meaning of my own existence) and communal (as the question of our shared historical human identity and responsibility). The study of philosophy always entails a dual focus - first, on the methods and processes of thinking, and second on the determinate histories or traditions of philosophical reflection. It means learning, then, to think for oneself about fundamental issues, while at the same time learning about how others have ventured such reflection. By critically interacting with examples of sustained philosophical reflection on the most fundamental problems of human existence, students can gain greater control of their own reasoning processes as they partake in this fundamental questioning on their own, and can come to have more important critical insights into their world - social and otherwise - and more imaginative and thoughtful responses to life's challenges.

### Minor Requirements: Philosophy.

A minor in philosophy consists of **15 hours** distributed as follows (*students interested in the major should see [Religion, Philosophy, and Social Change](#)*):

- Required Courses (9 hours):
  - PHI 101: Introduction to Philosophy 3 hours
  - PHI 223: Ethics 3 hours
  - PHI 224: Logic 3 hours
- Electives (6 hours):

Two of the following philosophy courses, at least one of which must be at the 300-level.

  - PHI 210: Readings in Philosophy 3 hours
  - PHI/REL 216: Faith and Doubt 3 hours
  - PHI/REL 306: Seminar in Ancient or Medieval Philosophy 3 hours
  - PHI/REL 309: From Modern to Postmodern 3 hours
  - PHI/WST 355: Seminar in Gender and Philosophy 3 hours



## **Philosophy (PHI) Course Descriptions**

### **PHI 101: Introduction to Philosophy.**

**Goal:** To introduce students to the history of philosophy from its beginning in Greece through the modern times.

**Content:** Through examination of primary texts in translation, students will be introduced to the questions about reality, human existence, God, and the good life that motivated philosophical speculation from its very beginnings in the Greek world through modern times.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena (HUM).

**Credit:** 3 hours.

### **PHI 207: Effective Leadership in Community.**

**Goal:** Designed to put basic leadership principles and skills into practice as well as provide emerging student leaders with an understanding of effective leadership practices, philosophies of social change, social change strategies, and information on engagement opportunities on campus and in the community.

**Content:** Students will explore a variety of theories and philosophies of social change and will engage academic research on these topics. Students will use their new found understanding of philosophies of social change to focus on the social change model of leadership in experiential learning settings. Students will evaluate their own personal leadership style and its implications as a practicing leader of social change.

**Prerequisites:** Successful completion of WIS 110 or permission from the instructor.

**Cross-listed as:** LED 207.

**Credit:** 3 hours.

### **PHI 210: Readings in Philosophy.**

**Goal:** To introduce students to the sorts of questions and issues discussed in philosophical texts and the ways in which philosophers discuss these questions and issues. To help students develop their own skills in the reading and analysis of philosophical texts within a global context.

**Content:** Writings from one, two, or three different significant philosophers and/or sample writings from within a significant field of philosophy. Readings will broaden and deepen students' understanding of philosophy within a global context. If the course focuses on the work of one philosopher, students and faculty will read together a significant part of that philosopher's work. If the course covers more than one philosopher, students and faculty will consider the philosophers' different approaches to a particular philosophical theme or set of themes. Representative topics might include Chinese philosophy, philosophy and the everyday, or Posthumanism.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Credit:** 3 hours; cross-listed as AST 210 (for Asian content only).

### **PHI 216: Faith and Doubt.**

**Goal:** To introduce students to the philosophical issues raised by faith and doubt concerning "the Divine," including the nature of religious language and institutions and the impact such faith and doubt has on views of reality and ethics.

**Content:** Faith in some conception of a "Divinity" is still an important component of human societies, in spite of increasing attacks against faith and in favor of doubt. These debates about faith and doubt employ interesting philosophical arguments and have important philosophical, social, and political ramifications. Students will engage texts that argue for and against the rationality of belief in divinity, the importance of faith and doubt on views of social and ethical life, and differing views of reality connected with faith and doubt.

**Taught:** Alternate years.

**Gen. Ed. Category:** Exploring; Individuals & Communities (HUM).

**Credit:** 3 hours; cross-listed as REL 216.

### **PHI 223: Ethics.**

**Goal:** To introduce students to the various issues involved in making moral decisions and to alternative theoretical constructs for making these decisions.

**Content:** Theories and principles of value and moral decision-making, and the application of these theories and principles to problematic situations in personal and professional life.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Individuals & Communities (HUM).

**Credit:** 3 hours.

**PHI 224: Logic.**

**Goal:** To introduce students to fundamentals of logical theory and its application in the development and evaluation of arguments.

**Content:** Formal and informal reasoning and fallacies; basic symbolic logic.

**Taught:** Alternate years.

**Credit:** 3 hours.

**PHI 306: Seminar in Ancient or Medieval Thought.**

**Goal:** To engage students in the critical reading and assessment of significant philosophers/theologians or philosophical/theological trends from the pre-Socratics through the High Middle Ages.

**Content:** Students will examine in detail the philosophical/theological ideas of a particular philosopher/theologian, school of philosophy/theology, or philosophical/theological trend from the pre-Socratics through the High Middle Ages, such as the close examination of the works of a single thinker (e.g., Plato or Augustine), a school of thought (e.g., Neoplatonism or Aristotelianism), or philosophical/theological issue (e.g., problem of universals, nature of sacraments, or mysticism).

**Taught:** Alternate years.

**Credit:** 3 hours; cross-listed as REL 306.

**PHI 307: Power and Service Leadership.**

**Goal:** This class is designed to assist emerging leaders with knowledge, skills, and practice to enact effective social change. This course is also designed for students to think critically about questions of power in various leadership, and particularly service leadership positions.

**Content:** Students will explore philosophies and critical theories of power, including philosophies of race, gender, sexuality, class, and ability. This course discusses the following aspects of service learning for social change – why we are involved in service learning, what we get out of service learning, what do we give to those we serve, what do we take from those we serve, what are the unintended consequences of our service, and how can we maximize the good of our service for all involved? Students will engage how social change is accomplished in our society as well as advantages and limitations of various change strategies in terms of their impact on and use of societal power dynamics.

**Prerequisites:** PHI/LED 207 or permission of the instructor.

**Cross-listed as:** LED 307.

**Credit:** 3 hours.

**PHI 309: From Modern to Postmodern.**

**Goal:** To engage students in the critical reading and assessment of significant philosophical and religious thinkers or philosophical and religious trends from the Modern period until today.

**Content:** Students will examine in detail the philosophical and religious ideas of a particular thinker, school of thought, or philosophical/religious trend from the early modern period until today. Emphasis will be given to the characteristics of Modernism (in a range of different fields, including philosophy, theology, literature, and art) and the critiques of it in Postmodernism.

**Taught:** Alternate years.

**Credit:** 3 hours; cross-listed as REL 309.

**PHI 355: Seminar in Gender and Philosophy.**

**Goal:** To engage students in the critical reading and assessment of significant philosophical works concerning how gender impacts the practices of philosophy and society.

**Content:** Students will examine in detail the philosophical ideas of a particular philosopher, school of philosophy, or philosophical trend that concerns the impact of gender on issues such as views of reality, theories of knowledge, and the nature of human existence and society.

**Taught:** Alternate years.

**Gen Ed. Credit:** Synthesizing Perspectives; Women's Experiences (HUM).

**Credit:** 3 hours; cross-listed as WST 355.

**PHI 396: Special Topics in Philosophy.**

**Goal:** To engage students in a focused and careful study of a particular area of philosophical inquiry.

**Content:** Topics will vary according to the interests of the students and the instructor. Possible topics include philosophical sub-fields such as metaphysics or aesthetics, philosophical issues such as those of the understanding of personal identity or the implications of gender in philosophical expression, philosophical schools such as pragmatism or modern British empiricism, and the work of a particularly significant philosopher such as Plato, Kant, or Arendt.

**Taught:** Alternate years.

**Prerequisite:** Any 300-level PHI course or permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**PHI 451: Directed Independent Study.**

**Goal:** To engage an individual student in a sustained research project that culminates in the writing of a paper.

**Content:** Topic varies according to the interests of the student.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of instructor.

**Credit:** 1-6 hours.

**PHI 452/199: Field Study.**

**Goal:** To introduce students to on-site experience of specific vocations in their major.

**Content:** Actual work experience.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of the instructor and program director.

**Credit:** 1-12 hours.

**PHI 499: Honors Thesis.** (Fee required).

## Physics

Physics courses are offered in support of majors in science and mathematics, and educational studies and also to fulfill the College's General Education requirements.

### Physics (PHY) Course Descriptions

**PHY 106: Astronomy.**

**Goal:** To present the principles of astronomy by emphasizing the process of scientific discovery, analysis and synthesis that led to current theories of the origin and structure of the universe.

**Content:** The astronomical observations and physical processes relevant to the study of the origin and structure of the universe.

**Prerequisites:** MAT130 or placement into MAT140 or MAT205.

**Taught:** Spring or Fall, alternate years.

**Gen. Ed. Category:** Exploring, How the natural world functions; (SM).

**Credit:** 4 hours.

**PHY 115, 115L: College Physics I.**

**Goal:** To introduce the principles of classical physics and their applications in modern technology and everyday life using an algebra-based formalism. To enhance critical thinking skills through problem solving.

**Content:** The principles of Newtonian Mechanics including translational and rotational motion, force, torque, momentum and mechanical energy.

**Prerequisites:** MAT 140 or placement into MAT205.

**Taught:** Fall alternate years.

**Credit:** 4 hours.

**PHY 116, 116L: College Physics II.**

**Goal:** To introduce the principles of classical physics and their applications in modern technology and everyday life using an algebra-based formalism. To enhance critical thinking skills through problem solving.

**Content:** The principles of electricity and magnetism.

**Taught:** Spring alternate years.

**Prerequisite:** PHY 115.

**Credit:** 4 hours.

**PHY 121, 121L: General Physics I.**

**Goal:** To introduce the principles of classical physics and their applications in modern technology and everyday life using a calculus-based formalism. To enhance critical thinking skills through problem solving.

**Content:** The principles of Newtonian Mechanics including translational and rotational motion, force, torque, momentum and mechanical energy.

**Taught:** Fall.

**Prerequisites:** MAT 205, MAT 206 co-requisite. Students enrolled in PHY121 must also enroll in PHY121L.

**Gen. Ed. Category:** Exploring, How the natural world functions; (SM).

**Credit:** 4 hours.

**PHY 122, 122L: General Physics II.**

**Goal:** To introduce the principles of classical physics and their applications in modern technology and everyday life using an calculus-based formalism. To enhance critical thinking skills through problem solving.

**Content:** The principles of electricity and magnetism.

**Taught:** Spring.

**Prerequisites:** PHY 121 and MAT 206.

**Credit:** 4 hours.

**PHY 200: Introduction to Astronomical Observation.**

**Goal:** Introduction to observational astronomy and the use of astronomical instruments and observing aids for collection, analysis, and interpretation of astronomical data.

**Content:** A hands-on introduction to the concepts and practice of observational astronomy with small telescopes: Celestial coordinates, simple optics, telescope operation, CCD Imaging and image processing.

**Taught:** Fall, Alternate years.

**Prerequisite:** MAT 140.

**Credit:** 2 hours.

**PHY 205: Periodic Motion and Waves.**

**Goal:** To extend the concepts and techniques presented in PHY 121 and PHY 122.

**Content:** The study of periodic and wave motion, light and optics.

**Taught:** Fall. Alternate years.

**Prerequisites:** PHY 122, or, with departmental approval, PHY 116 and MAT 205.

**Credit:** 4 hours.

**PHY 212: Modern Physics.**

**Goal:** To understand the principles of modern physics.

**Content:** The development of modern physics, with emphasis on relativity, the kinetic theory of matter, quantum theory, the Schrodinger equation, and atomic physics.

**Taught:** Spring. Alternate years.

**Prerequisites:** PHY 122, or, with departmental approval, PHY 116 and MAT 205.

**Credit:** 4 hours.

**PHY 305: Classical Dynamics.**

**Goal:** This course will provide students with a complete set of analytical tools for the study of classical dynamical systems. Particular emphasis will be placed on the reformulation of dynamics by Hamilton and Lagrange.

**Content:** Applications of Newton's Laws to oscillatory systems, motion under the influence of central forces, and rigid body motion. Calculus of Variations. The Lagrange and Hamiltonian formulations of dynamics.

**Taught:** Fall. Alternate years.

**Prerequisites:** PHY 122, MAT 300.

**Credit:** 3 hours.

**PHY 350: Quantum Mechanics.**

**Goal:** To provide students with an introduction to the concepts and mathematical techniques of quantum mechanics.

**Content:** Introduction to the concepts and mathematical techniques of quantum mechanics. Topics will include solutions of the Schrodinger equation, matrix mechanics, quantum measurement, and the theory of angular momentum and spin, with applications to systems in atomic and nuclear physics.

**Taught:** Spring. Alternate years.

**Prerequisites:** PHY 212, MAT 300.

**Credit:** 3 hours.

**PHY 361: Thermodynamics.**

**Goal:** To examine the principles of chemical thermodynamics and their applications to phase and reaction equilibrium.

**Content:** An in-depth study of the first, second, and third laws of thermodynamics, and their application to chemical systems at equilibrium.

**Taught:** Fall

**Prerequisites:** CHM 102, PHY 122 (or 116), and MAT 206.

**Credit:** 3 hours; Cross-listed as CHM361.

**PHY 362: Quantum Chemistry.**

**Goal:** To examine the principles of quantum mechanics and their use in determining and describing molecular energies, spectra, and bonding.

**Content:** An in-depth analysis of chemical bonding, molecular energies and mechanics, and electromagnetic properties of molecules. An introduction to modern physical chemistry laboratory methods.

**Taught:** Spring, alternate years.

**Prerequisites:** CHM 102 and CHM361, PHY 122 (or 116), and MAT 206; or permission of instructor.

**Credit:** 4 hours; Cross-listed as CHM362.

**PHY 396: Special Topics in Physics.**

**Goal:** To explore at an advanced level the principles and applications of a sub-discipline of modern physics.

**Content:** An in-depth examination of an area in advanced physics. The topic covered will vary from time to time.

Representative special topics include astrophysics, biophysics, statistical physics, and nuclear and particle physics.

**Taught:** Offered occasionally.

**Prerequisite:** PHY 212 or permission of the instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**PHY 451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

**Content:** Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Some emphasis on research methods.

**Taught:** Offered occasionally.

**Prerequisite:** Approval of department chair.

**Credit:** 1-6 hours.

**PHY 452/199: Field Study.**

**Goal:** To afford professional experience as a physicist in an academic or industrial setting.

**Content:** Applied areas in physics or physics-related employment. May be elected for internship credit. The student submits a brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

**Taught:** Offered occasionally.

**Prerequisite:** Approval of department chair.

**Credit:** 1-12 hours.

**PHY 499: Honors Thesis. (Fee Required).**

## Political Science

The **political science minor** introduces students to the primary subfields in political science, along with a variety of methodological approaches. Courses approach the study of politics from a variety of perspectives, with focuses ranging from individual political behavior to the interactions of large institutions in the international arena. In addition to becoming acquainted with the empirical findings of contemporary political science, students also examine the methods by which those findings are reached, thus strengthening their critical thinking skills and gaining a deeper understanding of the nature of knowledge itself. Students also examine the fundamental normative questions of politics.

A minor in political science consists of 18 semester hours as follows:

### 1. Required (9 hours)

POL 332 Research Methods in Political Science 3 hours

Two of the following (6 hours)

POL 115 American Politics 3 hours

POL 222 Comparative Politics 3 hours

POL 230 International Relations 3 hours

POL 240 Introduction to Political Thought 3 hours

### 2. Electives (9 hours)

Three additional 300-level POL courses. HPGA majors cannot use their major coursework to fulfill this part of the minor requirement.

## **Political Science (POL) Course Descriptions**

### **POL 115: American Politics.**

**Goal:** Students will develop and utilize analytical tools and research skills for understanding, evaluating, and participating in the political process.

**Content:** As students investigate selected aspects of political representation and policy formation in the executive, legislative, and judicial branches of American national government, they will encounter and use a variety of tools of political analysis. Applying these tools, students will present policy recommendations, hold debates, stage mock legislative sessions, and prepare briefs for cases to be heard in the Supreme Court.

**Taught:** Fall.

**Prerequisite:** None.

**Gen. Ed. Category:** Exploring, Individuals & Communities; SBS.

**Credit:** 3 hours.

### **POL 207: Sophomore Professional Development Practicum.**

**Goal:** To provide a foundation for career and graduate school readiness through individual and group reflection and personal reflection.

**Content:** In the first of three professional development seminars students explore career options in their major field, develop resumes, and begin work on a career portfolio. This seminar is intended for sophomores but can also be taken by students transferring to Wesleyan with junior or senior status.

**Taught:** Fall.

**Prerequisite:** None.

**Credit:** 1 hour; cross-listed as HIS 207.

### **POL 222: Comparative Politics.**

**Goal:** To develop students' ability to analyze political systems from a comparative perspective.

**Content:** The course examines methods of comparing political systems. In particular, the course will introduce students to the conceptual tools and models used in the analysis and comparison of political systems; types of contemporary political systems, such as liberal democracies, communist transition states, newly industrializing countries, and less developed countries; and processes of political development and political change.

**Taught:** Fall.

**Prerequisite:** None.

**Gen. Ed. Category:** Synthesizing Perspectives, Diverse & Interdependent World; SBS.

**Credit:** 3 hours.

**POL 225: Gender and Politics.**

**Goals:** To examine the status of women in today's political world from a global perspective, and to understand how women's experiences are shaped by historical, political, and societal factors.

**Content:** The course examines the extent to which women have participated and achieved representation in the political arena, and with what impact; analyzes how public policy affects women's lives; and evaluates critical political and social issues that women face in today's global world.

**Taught:** Spring.

**Prerequisite:** None.

**Gen. Ed. Category:** Synthesizing Perspectives, Women's Experiences; SBS.

**Credit:** 3 hours; cross-listed as WST 225.

**POL 230: International Relations.**

**Goal:** To provide students with an introduction to the study of international relations and a basic understanding of the concepts, processes, and relationships involved.

**Content:** The course examines conflicting arguments about the nature of the international system, examining their assumptions, and drawing conclusions as to their validity. The course will also introduce students to a number of more recent issues and concerns that have arisen in international relations. Such factors as terrorism, globalization, unequal economic development, and environmental problems all challenge older assumptions about military might as the only real source of international power and raise questions of what opportunities for international conflict and cooperation exist in the future.

**Taught:** Spring.

**Prerequisite:** None.

**Gen. Ed. Category:** Synthesizing Perspectives, Diverse & Interdependent World; SBS.

**Credit:** 3 hours.

**POL 240: Introduction to Political Thought.**

**Goal:** The course will enhance the student's ability to analyze, interpret, and critique primary sources with a view to purpose, assumptions, argument, and historical context.

**Content:** Encountering the political and philosophical content of some of the world's major political ideologies, students read and evaluate the original contributions of modern political theorists. The focus is on liberalism, socialism, communism, fascism, communitarianism, and feminism.

**Taught:** Fall or Spring.

**Prerequisite:** None.

**Gen. Ed. Category:** Exploring, Individuals and Communities; SBS.

**Credit:** 3 hours; cross-listed as PHI 240.

**POL 245: Model United Nations.**

**Goal:** To inform students of the history and operation of the UN and to prepare them for participation in Model UN conferences through the development of oral speaking, critical analysis, and writing skills. It serves as a preparatory course for students interested in participating in Model UN conferences.

**Content:** The course will examine to the origins, structure, and functioning of the United Nations. Students will also be taught public speaking and debating skills, and will gain important cooperation, negotiation, critical analysis, and writing skills through the writing of resolutions on key issues facing the international community. Students will also be required to participate in simulations of UN sessions.

**Taught:** Fall.

**Prerequisite:** Permission of the instructor.

**Credit:** 1 hour; Credit/No Credit grade option only; course is mandatory for students who wish to participate in Model UN conferences, although that requirement may be waived by permission of the instructor. Students may repeat this course two times for a maximum of three semester hours.

**POL 300: Foundations of Political Thought.**

**Goal:** To introduce students to political theory's treatment of central political and moral issues, such as human nature, power, community, equality, liberty, and democracy.

**Content:** Students will read and analyze the contributions of political thinkers including Aristotle, Plato, Machiavellian, Hobbes, Locke, Mill, Rousseau, and Marx. The course will close with an analysis of treatment of some of these issues by contemporary political thinkers.

**Taught:** Fall.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours; cross-listed as PHI 300.

### **POL 305: Democracy and Democratization in the Contemporary World.**

**Goal:** Students will the methods of political thought and comparative politics to examine the core concepts of democracy, the spread of democracy in the contemporary world and key differences between presidential, parliamentary, and semi-presidential systems.

**Content:** Students will examine the fundamental attributes of democratic regimes and the rise of democracy after World War II. A regime type that at one time was relatively rare has come to be seen as the norm, such that even autocratic regimes now make gestures of appearing to be democratic. Students will also examine the widely varied forms of contemporary democratic regimes.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

### **POL 306: Environmental Politics and Policy.**

**Goal:** To introduce students to the study and practice of environmental politics.

**Content:** The course begins by exploring key events, concepts, and theories before focusing on debates about how to approach sustainability and environmental issues locally and globally. In particular, students will consider international governance approaches, which rely largely on the authority of nation-states, as well as alternative arrangements initiated and led by non-state actors such as NGOs, corporations, local governments and communities. Students will also employ design-thinking techniques to come up with creative and practical solutions to specific sustainability problems.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

### **POL 319: International Law.**

**Goal:** To provide students with an understanding of the role of international law in the relation between states and other actors in the international system.

**Content:** The course addresses the history and sources of international law; the rights and duties of states; the impact of international law on domestic law; the use of force; human rights; and the new International Course of Justice. It gives special emphasis to international law and its relationship to the behavior of states in the post 9/11 era.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

### **POL 320: American Constitutional Development.**

**Goal:** To explore the principles and processes that have shaped America's development as a constitutional democracy; to develop the ability to critically analyze important constitutional questions.

**Content :** Examines the framing of the Constitution, judicial review, and changing approaches to constitutional interpretation; separation of powers and federalism; civil liberties and civil rights, including First Amendment rights, equal protection, privacy, and criminal due process.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

### **POL 326: European Politics.**

**Goal:** To enhance students' ability to analyze and understand contemporary European politics.

**Content:** The course focuses on contemporary political developments in Europe, both on the level of individual states and of the region as a whole. Topics of particular attention include the development of political institutions and modes of interest representation; the crisis of the welfare state; issues of immigration, nationalism, and identity; and the politics of regional integration in the form of the European Union.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.



**POL 328: United States Foreign Policy.**

**Goal:** To enhance students' understanding of the institutions, interests, and events that shape the relations of the United States with the rest of the world.

**Content:** The course examines the institutions and ideas that shape United States foreign policy. Particular attention is paid to the period since 1945. Case studies are used to examine the diplomatic, military, and covert policies the United States has used to pursue its national interests internationally.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**POL 330: State and Local Politics and Policy.**

**Goal:** The course introduces the student to the institutions, processes, and policy-making of state and local government, providing the background for understanding the role of subnational governments in the political life of the United States.

**Content:** The course focuses on several trends in state and local governance, including the transfer of responsibility for public programs from the federal government to states and localities, and addresses major issues and problems associated with governance, administration, and implementation of policy.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**POL 332: Research Methods in Political Science.**

**Goal:** To introduce students to the scope and methods of political science. Required of all political science, history/political science, and international relations majors and political science minors; to be taken in the junior year.

**Content:** The course examines the different theoretical and methodological approaches of political science. Students are introduced to methods and tools of both qualitative and quantitative analysis. Over the course of the semester, students complete a major research project.

**Taught:** Spring.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**POL 335: Politics of the Developing World.**

**Goal:** To enhance student's understanding of the politics of underdevelopment.

**Content:** The course is thematically organized to present an overview of the field of the political economy of development. Under each theme appear several country cases, taken from all parts of the developing world. The themes include the concept of development, poverty and inequality, strategies of development, the role of foreign capital, trade and technology, economic stabilization, and democracy and development.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Gen. Ed. Category:** Synthesizing Perspectives, Diverse & Interdependent World; SBS.

**Credit:** 3 hours.

**POL 342: International Organizations.**

**Goal:** To familiarize students with the development and role of international organizations in the international system.

**Content:** The course explores the role of international organization in controlling and shaping the behavior of nation-states and other actors in the international system. Students explore the history and development of international organizations, such as the League of Nations, the United Nations, and the World Trade Organization. The course also looks at the roles of non-governmental organizations (NGOs) and institutions of regional integration, such as the EU.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**POL 348: Terror and Terrorism in the Modern World.**

**Goal:** Terror and terrorism have been prominent features of Western political culture since the French Revolution. For the most part, modern terrorism is of European origin, and the ideas, goals, and methods of European terrorists have inspired terrorists in non-Western nations.

**Content:** This course familiarizes students with the ideology, motivation, and methods of numerous terrorist groups of the last two centuries in order to provide a basis for an understanding of contemporary terrorist organizations. Generally, the course will stress the motivation and goals of terrorist organizations and governments that use terror to achieve their

policy goals. Specifically, we will address anarchy and revolutionary terrorism in nineteenth century Europe, European domestic terrorism in the 1960s and 1970s, twentieth century liberation and separatist movements, and Middle Eastern terrorism.

**Taught:** Alternate Years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Gen. Ed. Category:** Synthesizing Perspectives, Diverse & Interdependent World; SBS.

**Credit:** 3 hours; cross-listed as HIS 348.

**POL 351: Nuclear Weapons.**

**Goal:** To familiarize students with the development and role of nuclear weapons in the international system.

**Content:** This course examines the impact of nuclear weapons on politics, society and culture, focusing, although not exclusively on the American experience. Topics covered include the Manhattan Project, the atomic bombing of Japan, the impact of nuclear weapons on the Cold War, and future prospects for proliferation and terrorism.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Gen. Ed. Category:** Synthesizing Perspectives, Diverse & Interdependent World; SBS.

**Credit:** 3 hours.

**POL 356: Activism and Political Organizations.**

**Goal:** To have students understand the role of political parties and interest groups in the American political process.

**Content:** This course examines organizations in the United States that seek to influence public policy outcomes, with a particular focus on parties and interest groups. Students will study the development of these institutions and the tools available to political organizations and grassroots citizens to obtain the policy outcomes they desire.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 3 hours.

**POL 396: Special Topics in Political Science.**

**Goal:** To engage in an in-depth examination of a special topic in political science.

**Content:** Topics vary; examples include media and politics, political theory, and problems in development.

**Taught:** Offered occasionally.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 1-3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**POL 407: Senior Professional Development Practicum.**

**Goal:** To prepare students to finalize their plans for graduate school and career choices.

**Content:** In the final of three professional development seminars, students will make their final preparations to enter graduate school or the job market. The seminar will emphasize resumes, cover letters and personal statements, transferable skills, interview preparation, graduate school testing, and career portfolios. This course is intended for seniors.

**Taught:** Fall.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement or permission of instructor.

**Credit:** 1 hour; cross-listed as HIS 407.

**POL 451: Directed Independent Study.**

**Goal:** To provide opportunities for students to investigate special topics of interest.

**Content:** Topics are agreed upon through consultation between the student and the instructor and should receive the approval of the program director.

**Prerequisite:** Permission of political science faculty and HPGA chair.

**Taught:** Offered occasionally. Contact political science faculty for details.

**Credit:** 1-6 hours.

**POL 452/199: Field Study.**

**Goal:** To give students an opportunity to gain actual experience in government service.

**Content:** Varies with work assignment. While field study hours will count toward the maximum 48 hours permitted in the major discipline, they may not be applied toward the minimum 37 hours required in the major.

**Taught:** Permission of political science faculty and HPGA chair.

**Prerequisite:** Permission of political science faculty and HPGA chair.

**Credit:** 1-12 hours.

**POL 480: Senior Research Seminar.**

**Goal:** To provide a capstone experience for majors in which students complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

**Content:** Each student will select and carry out a significant research project on a topic chosen in conjunction with the instructor. Students will present their research at a formal defense at the end of the semester. Students will also explore career options in the major.

**Taught:** Fall.

**Prerequisite:** POL 332 and HIS 299.

**Credit:** 3 hours.

**POL 499: Honors Thesis.** (Fee required).

## Pre-Law

Students many pursue a legal career after completing undergraduate work in any discipline offered by Wesleyan. Students intending to apply to law school will maximize their chances of admission by maintaining a high GPA, earning high LSAT scores and obtaining strong letters of recommendation. While students do not have to pursue a particular course of study as undergraduates to enroll in law school, many will find the pre-law minor helpful.

The pre-law minor includes courses across a number of disciplines that will help students develop the skills they need to succeed in the study of law. Students who intend to pursue a J.D. after completing their undergraduate work will find this minor useful both in preparing to take the LSAT and for law school itself.

**Minor Requirements: Pre-Law**

A minor in pre-law consists of 21 semester hours as follows:

*Required (15 hours):*

POL 115: American Politics

POL 320: American Constitutional Development 3 hours

BUS 310 Business Law 3 hours

ACC 201: Financial Accounting: Concepts and Applications 3 hours

COM 202: Public Speaking 3 hours

*Choose two courses from the following (6 hours):*

COM 340 Persuasion 3 hours

PHI 223: Ethics 3 hours

PHI 224: Logic 3 hours

HIS 130: The American Experience to 1877 3 hours

HIS 135: The American Experience from 1877 3 hours

Students are also strongly encouraged to ensure that at least one hour of credit for PDE 400 is earned via an internship at a law office, whether that be at a private firm, a public defenders' office, a prosecutor's office or a court.

## Professional Development Experience

Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

### Professional Development (PDE) Course Descriptions

#### **PDE 100: Career and Major Exploration.**

**Goal:** To help students develop a strong foundation for major/career decision planning through career inventories, research on careers, and personal reflection.

**Content:** The course provides opportunities and resources for students to seek career information related to academic and occupational interest patterns, which form the foundation for sound career decision making. Students are guided through individual and group exercises that assist in identifying needs, values, wants, interest, and abilities.

**Taught:** Spring.

**Prerequisite:** None.

**Credit:** 1 hour.

#### **PDE 396: Special Topics in Professional Development.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues in business that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.

**Credit:** 1-6 hours. A student may take a maximum of six to eight semester hours of special topics in any one field.

#### **PDE 400: Professional Development Experience.**

**Goal:** To allow students the opportunity to engage in a high-impact practical application of skills and knowledge through a professional experience that ties together and supports the student's coursework and professional goals.

**Content:** Each student identifies, plans and completes a professional experience that supports her individual goals and career objectives. The PDE can take the form of an internship, professional research experience, community service project, creative work culminating in an exhibition or performance, or a self-designed project. Working with her faculty supervisor, the student will develop learning outcomes to fit her anticipated professional experience and include those as part the application. At the end of the experience, the student will articulate and reflect upon what she has learned and submit that documentation as part of her Professional ePortfolio.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisite:** 60 hours of undergraduate coursework.

**Credit:** 1-12 hours.

#### **PDE 401. Professional Practice Seminar.**

**Goal:** To give students opportunity to reflect on their liberal arts education, explore professional and career choices, and prepare for future professional success.

**Content:** The course will incorporate several learning experiences designed to support students in the process of professional discernment and development of knowledge and skills in preparation of graduate school and career. Topics covered include career exploration, professional behavior and communication, and women in the workplace. The course will involve a self-reflection component that helps a student find and use her voice in the workplace. Over the course of the semester, students will complete a personal statement, resume, transferable skills narrative, and LinkedIn profile.

**Taught:** Fall and Spring.

**Prerequisite:** 60 hours of undergraduate coursework.

**Credit:** 1 hour.

# Psychology

Psychology is the science of behavior and mental processes. Psychology focuses both on explaining, predicting, and controlling behavior, and also on understanding inner experience and consciousness, including emotion, thoughts, memories, self-awareness, and perceptions. In addition, psychology considers the impact of social and cultural context on behavior and experience. Psychology has its origins in multiple disciplines such as philosophy and biology and in many countries, including Germany, England, and Austria. It has flourished in the United States, and both professional and research organizations have had dramatic increases in membership. The psychology program at Wesleyan emphasizes intensive training in psychological research that will prepare students for graduate study. Students who plan on entering the workforce after graduation will also benefit from an understanding of the role of research in their field.

**Major Program.** A major in psychology provides a student with a foundation for graduate and/or professional study. There are numerous fields and specialties available in this discipline, including physiological, cognitive, developmental, social, personality, clinical, counseling, community, health, industrial/organizational, experimental, consumer, evolutionary, school, and forensic psychology. Interdisciplinary specialties such as psycholinguistics are also options. Some of these require more than a four-year degree, and some require graduate work at the doctoral level. But a major in psychology also enables one to enter the world of work without advanced study. A psychology major who plans to seek a position in the human services field after graduation should work with her advisor to select interdisciplinary courses that will complement the major courses.

## Major Requirements: Psychology

The curricular model on which the psychology major is organized is described as a "generalist" model which places psychology squarely in the liberal arts tradition. This model includes an introductory course, methods courses in statistics and research, content courses in several areas of psychology, and integrative or capstone courses. As the introductory course, general psychology is a survey of the field with emphasis on research findings and methods of research. The methods courses (statistical methods, preparing to conduct research, and research methods) enable students to read, evaluate, and conduct psychological research. Content courses include the knowledge base of the discipline. According to the generalist model used, students are required to take at least two psychology courses with a brain and cognition orientation, one course with a clinical/counseling orientation, and at least two psychology courses with an interpersonal orientation. These content courses and elective courses, as outlined below, enable students to sample several areas in building a sound, broad knowledge base.

Capstone work in the major is provided through two required courses. One is a course in psychological history and systems with a strong writing component. The other is the senior seminar with emphasis on synthesizing empirical findings, speaking, and writing.

Wesleyan College's psychology program closely follows the American Psychological Association's recommended guidelines for the undergraduate major. Each of the broad goals below include several learning outcomes that we expect students to be able to meet by the end of their degree.

1. Develop a **knowledge base** that includes significant development in breadth and depth of knowledge in psychology
  1. Describe key concepts, principles, and overarching themes in psychology
  2. Develop a working knowledge of psychology's content domains
  3. Apply psychological principles to relevant situations
2. Develop a **scientific approach** to understanding human behavior
  1. Use scientific reasoning to interpret psychological phenomena
  2. Practice psychology information literacy
  3. Engage in innovative and integrative thinking and problem solving
  4. Interpret, design, and conduct basic psychological research
  5. Incorporate sociocultural factors in scientific inquiry
3. Develop **ethics and values** that includes an appreciation of human diversity, as well as a sensitivity to issues of gender, race, ethnicity, and class as they relate to psychological theory, research, and practice
  1. Evaluate psychological science and practice using ethical standards
  2. Build and enhance interpersonal relationships
  3. Adopt values that build community at local, national, and global levels

4. Develop written, oral, and interpersonal **communication skills** appropriate to the standards and practice of the discipline of psychology
  1. Demonstrate effective writing for different purposes
  2. Exhibit effective presentation skills for different purposes
  3. Interact effectively with others

APA recommendations regarding professional development are met through Wesleyan College's [Here to Career Professional Development Experience courses](#).

**Required for a major in psychology are forty-one to forty-two semester hours.**

*I. Core Requirements: 19 hours*

PSY 101 General Psychology 3 hours

MAT 220 Statistical Methods\* 3 hours

PSY 230 Reading, Writing, and Review: Preparing to Conduct Research in Psychology\* 3 hours

PSY 305 Research Methods in the Behavioral Sciences\* 3 hours

PSY 306 Systems of Psychology 3 hours

PSY 441 Senior Seminar in Psychology\* 3 hours

*\* Courses denoted with an asterisk should be taken sequentially. See course descriptions in Catalogue. MAT 220 and PSY 230 may be taken concurrently.*

*II. Content Requirements (Brain and Cognition): 7-8 hours*

*Select two:*

PSY 207 Principles of Neuroscience 4 hours

PSY 310 Cognitive Psychology 3 hours

PSY 314 Learning and Memory 4 hours

*III. Content Requirements (Clinical/Counseling): 3 hours*

*Select one:*

PSY 304 Psychology of Personality 3 hours

PSY 340 Testing and Therapy 3 hours

PSY 325 Abnormal Psychology 3 hours

*IV. Content Requirements (Interpersonal): 6 hours*

PSY 203 Social Psychology 3 hours

PSY 240 Developmental Psychology 3 hours

*V. Electives: 6 hours*

*Select two:*

PSY 201 Psychology of Human Sexuality 3 hours

PSY 235 Nature and Manifestation of Prejudice 3 hours

PSY 260 Drugs and Behavior 3 hours

PSY 301 Psychology of Gender 3 hours

PSY 312 Industrial and Organizational Psychology 3 hours

PSY 330 Forensic Psychology 3 hours

PSY 396 Special Topics in Psychology 3 hours

PSY 451 Directed Independent Study

PSY 452 Field Study

*(or other brain and cognition or clinical/counseling content courses not selected in Sections II and III.)*

A suggested course schedule is as follows:

	Fall	Spring
<b>First Year</b>	WIS 101 or ENG 101 MAT 130 or Equivalent PSY 101 Laboratory Science Foreign Language	Elective/Gen Ed MAT 220 Elective/Gen Ed Elective/Gen Ed Foreign Language
<b>Second Year</b>	PSY 230* Elective/Gen Ed PSY 230 PSY 207 Elective/Gen Ed	PSY 305* PSY Elective/Elective PSY 240 Elective/Gen Ed Elective/Gen Ed
<b>Third Year</b>	PSY 340 or PSY 304 PSY 452 or Elective PSY Elective Elective/Gen Ed Elective/Gen Ed	PSY 310 or 314 PSY 325 or PSY Elective Elective/Gen Ed Elective/Gen Ed Elective/Gen Ed
<b>Fourth Year</b>	PSY 441 PSY 306 Elective/Gen Ed Elective/Gen Ed Elective/Gen Ed	PSY Elective/Elective Elective/Gen Ed Elective/Gen Ed Elective/Gen Ed Elective/Gen Ed
*Research sequence (PSY 230/305) may be started in either sophomore or junior year.		

**Integrative Experience:** The Integrative Experience requirement is met through PSY 441: Senior Seminar in Psychology. In this course, students apply accumulated knowledge to critical analysis of a selected issue or problem in psychology and develop their understanding of how research evidence is generated and applied to real-world issues.

**Professional Development:** Throughout their Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

Psychology majors gain professional experience through internships and field experiences, and PSY 441. Students who intend to work within the human services field are strongly encouraged to consider an internship as part of their major.

**Minor Requirements: Psychology.** A minor in psychology requires 21-22 hours in psychology. Required are PSY 101, 203, 207, 240, 310, 325, and one additional psychology course (3-4 hours) at or above the 200 level.

**Minor in Equine Assisted Therapy.** A minor in equine assisted therapy allows students to explore a growing field in which mental health professionals utilize horses in a therapy setting. Equine assisted therapies differ from therapeutic riding in that the therapy setting is conducted on the ground rather than in the saddle, and the horse is part of a three-pronged therapy team (mental health specialist, equine specialist, and the horse). The EAT minor takes an interdisciplinary approach to therapy, giving students additional tools and experiences to carry into their professional roles upon graduation. The minor combines well with biology and psychology for students interested in veterinary studies or further study in equine assisted therapy or with business for students who wish to pursue equine-related business opportunities. Students will have the option to become EAGALA certified through the program. See the [Equine Assisted Therapy](#) catalog listing for full details.

**Minor in Neuroscience.** The neuroscience minor allows students to explore the nervous system and its contributions to human and animal behavior. Students enrolled in this minor are encouraged to attain a solid understanding of the underlying concepts; to develop skills in experimental design and data analysis; to approach problems and tasks logically, creatively, and critically; to become knowledgeable of theory used in the current literature; and to become proficient in using methodology commonly employed in research in neuroscience. This minor takes an interdisciplinary approach to neuroscience and integrates information from both biology and psychology. The neuroscience minor coupled with a major in biology or psychology provides an excellent background to pursue varied career opportunities. See the [Neuroscience](#) catalog listing for full details.

**Minor in Organizational Behavior.** Combining content from business and psychology, the organizational behavior minor provides students with a more focused exploration of the impact of human behavior (both as individuals and in groups) on organizational practices. This minor would be an ideal option for a psychology or business major who plans to apply to related graduate programs. Note that this minor is not available to business majors completing the organizational behavior track within that major. Students who plan on entering the workplace following graduation will benefit from increased knowledge relating to human resources, conflict management, and employer-employee relations in governmental, for-profit, and non-profit organizations in both public and private sectors. See the [Organizational Behavior](#) catalog listing for full details.

**Five-Year Master of Arts in Industrial-Organizational Psychology.** Students may complete the intensive, five-year program that leads to the awarding of both the Bachelor of Arts in Psychology and the Master of Arts in Industrial-Organizational Psychology. Students in this program will be able to use graduate courses to fulfill 4 credit hours of requirements for the bachelor's degree; this will result in a savings of cost and time required for the completion of the master's degree. By completing an extra 5 undergraduate credits in the first three years of study, students will also save money on their graduate degree. The graduate section of the catalogue includes descriptions of 500- and 600-level psychology courses. Students must apply to the graduate program in I-O Psychology and be accepted before enrolling in graduate courses; students will be classified as undergraduates until they complete all requirements for the A.B. Information about applying to the graduate program is described in the graduate section of the catalogue. A suggested course schedule is as follows:

	Fall	Spring
<b>First Year</b> (30 undergraduate hours)	WIS 101 or ENG 101 MAT 130 or Equivalent PSY 101 Laboratory Science Foreign Language	Elective/Gen Ed MAT 220 Elective/Gen Ed Elective/Gen Ed Foreign Language
<b>Second Year</b> (30 undergraduate hours)	PSY 230 Elective/Gen Ed PSY 230	PSY 305 PSY 260 or Gen Ed PSY 240



	Fall	Spring
	PSY 207 Elective/Gen Ed	Elective/Gen Ed Elective/Gen Ed
<b>Third Year</b> <b>(35-36 undergraduate hours)</b>	PSY 312 or 340 PSY 452 or Elective PSY 306 Elective/Gen Ed Elective/Gen Ed Elective/Gen Ed	PSY 310 PSY 235 Elective/Gen Ed Elective/Gen Ed Elective/Gen Ed Elective/Gen Ed
<b>Fourth Year</b> <b>(30 total hours: 21 undergraduate and 9 graduate)</b>	PSY 441 PSY 312 or PSY 340 Elective/Gen Ed Elective/Gen Ed PSY 503	PSY Elective or Elective Elective/Gen Ed Elective/Gen Ed PSY 504 PSY 505
<b>Summer after Fourth Year</b> <b>(6 graduate hours)</b>	PSY 506 Online PSY 620 Online	
<b>Fifth Year</b> <b>(19 graduate hours)</b>	PSY 502 PSY 601 PSY 602	PSY 610 PSY 603 PSY 604

Total Graduate Hours: 34

Total Undergraduate Hours: 116 minimum

Number of Graduate Hours counted toward both the undergraduate and graduate degrees: 4 (PSY 502, 4 hours)

**Other Postgraduate Opportunities.** Although a substantial portion of psychology graduates with a bachelor's degree will enter the job market directly, many will continue on to psychology-related graduate programs, professional programs in law or medicine, or advanced study in closely related fields such as social work or speech-language pathology. The psychology major prepares graduates for professional employment in a wide variety of settings, including non-profits, educational institutions, healthcare or business settings, and government agencies.

**Resources for Non-Majors.** The department has many resources for the non-major. The introductory course (PSY 101) provides a broad overview to the discipline and would be useful to all other majors on campus. In addition, it fulfills one of the social science divisional requirements for general education. Students interested in exploring the field of human services may enroll in Introduction to Human Services (PSY 106), which fulfills the speaking competency requirement for general education under the social sciences column. The Psychology of Gender (PSY 301) fulfills the synthesizing perspectives requirement for general education. Many students in other disciplines, especially in business, education, and communications, find that Statistical Methods (PSY 220) is an invaluable tool, and it fulfills the quantitative reasoning requirement for general education. Nursing students and other non-majors find Developmental Psychology (PSY 240) useful and interesting. Some of our courses also appeal to non-majors in terms of practical applications; examples include testing and therapy, abnormal psychology, and forensic psychology.

## **Psychology (PSY) Course Descriptions**

### **PSY 101: General Psychology.**

**Goal:** Understanding self and others, predicting behavior, and understanding and control of behavior. To be able to apply methods of research and application of psychological principles to everyday life.

**Content:** Research methods; child, adolescent, and adult psychology; psychological testing; personality, and abnormal psychology; psychotherapy; social psychology; applied psychology; history of psychology; and physiological processes, principles of learning and memory, human perception, and cognition.

**Taught:** Fall, Spring.

**Prerequisite:** None.

**Gen. Ed. Category:** Exploring; Individuals & Communities (SBS/PS).

**Credit:** 3 hours.

### **PSY 106: Introduction to Human Services.**

**Goal:** To introduce students to the knowledge, skills, and dispositions necessary to provide professional and ethical leadership in various human services settings.

**Content:** Historical background, philosophies, purpose, organizational structures, funding, and management of human service agencies.

**Taught:** Annually.

**Prerequisite:** None.

**Gen. Ed. Category:** Foundation Building; Speaking Competency (SBS/PS).

**Credit:** 3 hours.

### **PSY 119: Service Learning.**

**Goal:** To engage students in supervised community service activities and to facilitate reflection on civic responsibility to the needs of the community.

**Content:** Students participate in weekly sessions designed to prepare for, reflect on, and analyze their individual community service experiences. Students will select community service settings from a list of agencies in the Macon/Middle Georgia area provided through the Lane Center for Community Engagement and Service.

**Prerequisite:** None.

**Credit:** 1-3 hours; Credit/No Credit grade option only.

### **PSY 200: Behavioral Research and Assessment.**

**Goal:** To provide the student with a broad overview of behavioral research methods and assessment practices that are commonly found in psychology; to develop skill in interpretation and integration of complex findings as appropriate for a variety of audiences

**Content:** Fundamentals of behavioral research, including the philosophy of science and measurement and specific features of designs commonly used in psychology; the role of assessment within the practice of psychology; ethical concerns in research and practice; dissemination of research findings through oral and written formats; basics of APA-style.

**Taught:** On a rotating schedule as part of the online program.

**Prerequisite:** PSY 101 and MAT/PSY 220.

**Credit:** 3 hours.

### **PSY 201: Psychology of Human Sexuality.**

**Goal:** To explore biological, psychological, interpersonal and sociocultural aspects of human sexuality.

**Content:** Issues surrounding multiple and often contradictory elements that shape sexual attitudes and behaviors.

**Taught:** Fall. Alternate years.

**Prerequisite:** None.

**Credit:** 3 hours; cross-listed as WST 201.

### **PSY 203: Social Psychology.**

**Goal:** To provide students with a scientific understanding of human social behavior in its various forms.

**Content:** Social perception, attitude formation and change, interpersonal attraction, aggression, group processes, health, gender and other topics through examining contemporary social psychological theories and research.

**Taught:** Fall.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**PSY 207: Principles of Neuroscience.**

**Goal:** To provide the student with an understanding of physiological processes that mediate psychological functioning.

**Content:** The biological bases of sensation, perception, learning, memory, cognition, motivation, emotion, and consciousness; overview of recent and significant developments in this area.

**Taught:** Fall.

**Prerequisite:** PSY 101.

**Credit:** 4 hours; cross-listed as NSC 207.

**PSY 220: Statistical Methods.**

**Goal:** To introduce students to the logic of designing an experiment and interpreting the quantitative data derived from it.

**Content:** Study of binomial and normal distributions, measures of central tendency, and tests of hypotheses.

**Taught:** Fall, Spring.

**Prerequisites:** None.

**Gen. Ed. Category:** Foundation Building; Quantitative Reasoning Competency (SBS/PS).

**Credit:** 3 hours; cross-listed as MAT 220.

**PSY 230: Reading, Writing, & Review: Preparing to Conduct Research in Psychology.**

**Goal:** To introduce the student to behavioral research methods that will then be used in the creation of an original research proposal; to provide discipline-specific writing instruction.

**Content:** Fundamentals of behavioral research, including the philosophy of science and measurement and specific features of quantitative research designs commonly used in psychology. The development of a research proposal on a topic of a student's own interest will provide practice in understanding and integrating research findings, along with experience in APA-style writing.

**Taught:** Fall.

**Prerequisite:** PSY 101; MAT/PSY 220 should be taken previously or concurrently.

**Credit:** 3 hours.

**PSY 235: Nature and Manifestation of Prejudice.**

**Goal:** This course will provide students with an opportunity to understand and engage with psychological research investigating what causes, perpetuates, and reduces prejudice in society.

**Content:** This course will offer an overview of classic and current psychological experiments investigating prejudice, stereotyping, and discrimination. By investigating these topics through data and scientifically supported theories, students will be provided with the information needed to think critically about stereotyping, prejudice, and discrimination in many contexts involving many characteristics (sex, race, ethnicity, weight, etc.). The class will end by focusing on a project that allows students to design an evidence-based plan to address issues of prejudice in the classroom or community.

**Taught:** Spring. Alternate years

**Prerequisite:** None.

**Credit:** 3 hours.

**PSY 240: Developmental Psychology.**

**Goal:** To develop knowledge about the processes of growth and development throughout the entire lifespan. To understand theory, research methods, and major research findings of developmental psychology.

**Content:** Theories of development, prenatal development, physical, cognitive, language, emotional, and social development in infancy, childhood, adolescence, young adulthood, middle adulthood, and late adulthood.

**Taught:** Spring.

**Prerequisite:** None.

**Credit:** 3 hours.

**PSY 260: Drugs and Behavior.**

**Goal:** To examine the major classes of drugs which affect behavior, including drugs of abuse and drugs used in the treatment of mental disorders.

**Content:** The pharmacology of drugs of abuse and drugs used in treating mental disorders is explored. Exploration of historical background of drugs as well as social context.

**Taught:** Spring.

**Prerequisite:** None.

**Credit:** 3 hours; cross-listed as NSC 260.

### **PSY 301: Psychology of Gender.**

**Goal:** To further students' understanding of psychological knowledge as it applies to women and gender issues.

**Content:** Exploration of the manner in which psychology provides a unique perspective on the study of gender, focusing primarily on women, with emphasis on research methodologies, empirical findings, theory, and current and historical controversies.

**Taught:** Spring.

**Prerequisite:** PSY 101 or WST 200.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (SBS/PS).

**Credit:** 3 hours; cross-listed as WST 301.

### **PSY 304: Psychology of Personality.**

**Goal:** To promote synthesized understanding of the person through an integration of theory and research.

**Content:** Exploration of environmental and inherited factors which produce a particular personality structure; includes psychoanalytic, humanistic, existential, trait, behavioral, social learning, and cognitive theories.

**Taught:** Fall. Alternate years.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

### **PSY 305: Research Methods in the Behavioral Sciences.**

**Goal:** To explore additional research methods content; to extend the understanding of behavioral research methods by guiding students through the process of carrying out a study of their own design.

**Content:** Coverage of complex research designs, quasi-experimental designs, and single case designs; the use of statistical software packages for data analysis; practical and ethical issues involved in designing and carrying out studies and working within groups. Hands-on experience with data collection, analysis, and presentation (oral, poster, and paper).

**Taught:** Spring.

**Prerequisites:** PSY 101, MAT/PSY 220, and PSY 230.

**Credit:** 3 hours.

### **PSY 306: Systems of Psychology.**

**Goal:** To acquaint the student with contemporary points of view in psychology through a survey of modern psychological schools, their historical development, special problems, and contributions to the field.

**Content:** Historical development and current position of structuralism functionalism, behaviorism, Gestalt psychology, psychoanalysis, humanistic psychology, and cognitive psychology. Classical readings.

**Taught:** Fall.

**Prerequisites:** PSY 101, junior or senior standing.

**Credit:** 3 hours.

### **PSY 310: Cognitive Psychology.**

**Goal:** To foster an understanding of the human mind and how it operates by discussing the major theories, concepts, and research in cognitive psychology.

**Content:** Detailed examination of how humans encode, perceive, remember, and use the information encountered in daily life. Topics examined include pattern recognition, mental imagery, attention, memory, language, problem solving, creativity, and artificial intelligence.

**Taught:** Spring.

**Prerequisite:** PSY 101.

**Credit:** 3 hours; cross-listed as NSC 310.

### **PSY 312: Industrial and Organizational Psychology.**

**Goal:** To understand the application of psychological principles to the workplace and business organizations.

**Content:** Organizational behavior, job culture, organizational change and leadership, personnel recruitment and evaluation, job safety, job satisfaction, productivity, and team behavior will be examined. Research methods in I/O psychology and global issues in I/O psychology will be explored.

**Taught:** Spring, alternating years.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**PSY 314: Learning and Memory.**

**Goal:** To provide students with a clear and comprehensible integration of classic and contemporary achievements in the field of learning and memory.

**Content:** Principles of respondent and operant conditioning as well as memory and cognition in terms of possible mechanisms, current research, the theory.

**Taught:** Fall.

**Prerequisites:** PSY 101.

**Credit:** 4 hours; cross-listed as NSC 314.

**PSY 325: Abnormal Psychology.**

**Goal:** To understand the psychological disorders, how abnormality is defined, and the ways that psychologists study and treat them.

**Content:** Issues and controversies in defining psychological abnormality; classification and description of abnormal behaviors including physical symptoms and stress reactions, anxiety, addictive disorders, sexual dysfunction, personality disorders, schizophrenia and mood disorders; and theory and research on epidemiology, etiology, treatments and prevention of pathology.

**Taught:** Spring.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**PSY 330: Forensic Psychology.**

**Goal:** To understand the application of psychological principles to forensic psychology.

**Content:** Forensic Psychology involves the application of psychological knowledge or methods to a task faced by the legal system. Both the production and application of the knowledge and methods of psychology to the civil and criminal justice system are explored (e.g., eyewitness memory and testimony, criminal behavior, jury decision making, and competency evaluations).

**Taught:** Spring.

**Prerequisite:** PSY 101.

**Credit:** 3 hours; cross-listed as FSC 330.

**PSY 340: Testing and Therapy.**

**Goal:** To study the value, uses, and limitations of many types of tests including general and special abilities, interests, personality surveys, projectives, and aptitudes. To study the value, uses and limitations of many types of psychotherapies, including individual, family, and couples interventions.

**Content:** Study of testing ethics, reliability and validity determination, specific test uses and misuses, statistical analysis of test results, the therapeutic alliance, ethics in psychotherapy, models of intervention, and effectiveness of various therapeutic approaches.

**Taught:** Fall, alternate years.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**PSY 343: Health Psychology.**

**Goal:** To examine the influence and interaction of biological, social, and psychological factors on individual health.

**Content:** Basics of physiological systems, promotion of healthy behaviors and prevention of illness, management of stress and pain, experience of severe health problems, and the impact of culture on health. Focused examination of specific conditions and experiences, such as HIV/AIDS, cancer, cardiovascular disease, diabetes, and substance use.

**Taught:** On a rotating schedule as part of the online program.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**PSY 365: Community Psychology.**

**Goal:** To understand how psychological findings can be integrated into practice within the community, taking into account the complex and interpersonal nature of the system.

**Content:** History and guiding principles of the field, systems theory, cross-cultural practice, ethical concerns, community organizing, advocacy and social justice; planning and development of an intervention based on evidence-based practices.

**Taught:** On a rotating schedule as part of the online program.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**PSY 396: Special Topics in Psychology.**

**Goal:** To understand psychological topics not covered in-depth in other courses offered in the department.

**Content:** Topics vary. A student may take no more than two such special topics courses. Recent topics have included Counseling Psychology, Psychology of Good and Evil, Neuroesthetics, and Psychology of the Future.

**Taught:** Offered occasionally.

**Prerequisites:** PSY 101 or permission of instructor.

**Credit:** 3 hours; cross-listed as NSC (if content applies). A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**PSY 441: Senior Seminar in Psychology.**

**Goal:** To equip the student to apply accumulated knowledge to critical analysis of a selected issue or problem in psychology. To understand how research evidence is generated and applied to real-world issues.

**Content:** Students will develop an individual research project that includes a fully developed written review of the literature and a research prospectus that proposes its application. Students will participate in class-wide projects that will center on the development and/or application of psychology research evidence.

**Taught:** Fall for Psychology majors; Spring for Applied Psychology majors.

**Prerequisites:** PSY 101; MAT 220; PSY 230 and PSY 305, or PSY 200; and senior standing.

**Credit:** 3 hours.

**PSY 451: Directed Independent Study.**

**Goal:** To provide opportunities to engage in faculty-supervised or student-controlled research projects. To study a topic in-depth not ordinarily offered by the department.

**Content:** Topics vary; examples: AIDS research project; abortion attitudes; projective techniques; analysis of childhood fairy tales.

**Taught:** Fall, Spring.

**Prerequisites:** Psychology major or senior standing, and permission of instructor.

**Credit:** 3 hours.

**PSY 452: Field Study.**

**Goal:** To gain experience in application of psychological findings to community settings including psychiatric hospitals, social service agencies, and crisis lines, etc.

**Content:** Varies with instructor.

**Taught:** Fall, Spring.

**Prerequisites:** Appropriate background and permission of intern supervisor.

**Credit:** 1-12 hours.

**PSY 499: Honors Thesis.** (Fee required).

## Religion, Philosophy, and Social Change

In the Religion, Philosophy, and Social Change major students have the opportunity to engage areas of study essential to the liberal arts. The major thereby prepares students to understand, analyze, and work with diverse systems of thought and practice that shape individual and public life. All majors will develop a broad methodological base from theology, ethics, history, philosophy, critical theory, sociology, literature, leadership, and material culture to explore the intersections and intimate connections between systems of belief and practices, ethical codes, narratives, and social and political structures across many cultures and centuries.

**Students in the RPS major will also choose which of three subjects** they are most interested in pursuing by declaring one of the following concentrations: religious studies, philosophy and critical theory, or leadership and social change.

- **Religious Studies** is the critical inquiry into cultural expressions — such as myth, ritual, symbol, and sacred texts — that address fundamental human concerns. Students on the religious studies concentration will gain a

foundational understanding of Christianity, but will also study other religious traditions. Religious Studies uses a variety of methodological approaches (including philosophy, sociology, theology, and anthropology) to understand critically what religious people believe and do, what religion teaches us about the human condition, and how religion shapes public life.

- To engage in **philosophical reflection and critical theory** is to reflect on the fundamental nature and meaning of our very existence, the role power plays in such meaning making, and the role of critical thinking in constructing, deconstructing, and reconstructing such meaning. The study of philosophy and critical theory is thus at once both deeply personal (as the question of the meaning of my own existence) and communal (as the question of our shared historical human identity and responsibility).
- **Social Change** names the changes in human-driven interactions and relationships that transform cultural and social institutions. Students on the leadership and social change concentration will be exposed to interdisciplinary approaches to questions of power and identity, the principles of effective leadership, and the social change model of leadership. This path of study will prepare students for careers that require experience with advocacy, social change models, organizational change strategy, and service and nonprofit leadership.

The fields of religion, philosophy, and social change are essentially about critically engaging beyond the classroom and providing models to address questions of the ultimate, belief, and ethical life. The study of the historical, political, and sociocultural contexts of religious and philosophical traditions grounded in an ethos of social change provides an intellectual background for those interested in pursuing careers in social service, education, ministry, government, journalism and the arts.

*Students majoring in Religion, Philosophy, and Social Change and concentrating in Religious Studies are not eligible to also receive a Religious Studies minor.*

*Students majoring in Religion, Philosophy, and Social Change and concentrating in Philosophy and Critical Theory are not eligible to also receive a Philosophy minor.*

The **student learning outcomes** for the Religion, Philosophy, and Social Change major are as follows:

1. The student will develop more fully their knowledge of the diversity of the world's religions, philosophies, and cultural expressions — such as myth, ritual, symbols, and sacred texts — that address fundamental human concerns;
2. They will develop a broad methodological base from areas such as philosophy, sociology, psychology, religious studies, and literature to address comprehensively and cross-culturally such issues as the origins and practices of religious communities; the nature of existence; the nature of justice; and how best to effect social change;
3. Through a grounding in constructive theological and philosophical thinking, they will strengthen their abilities to think critically, analyze cogently, organize and articulate thoughts clearly, and develop their own informed opinions;
4. They will learn to assess the influence the past has on contemporary issues in the study of religion, philosophy, and social change.
5. By engaging in one of three concentrations, the student of Religion, Philosophy, and Social Change will gain an in-depth knowledge of the theories and methods of religious studies, philosophy and critical theory, or leadership and social change. Such knowledge will result in:
  1. For the student in the religious studies concentration: a cross-cultural understanding of the origins of religious communities, their similar and divergent practices and beliefs, and their literature; and a grounding in the historical analysis of religious practices, communities, traditions, beliefs, and scriptures, as they learn to assess the influence the past has on contemporary issues in the study of religion.
  2. For the student in the philosophy and critical theory concentration: a cross-cultural and historical understanding of the methods and processes of philosophical reflection; a greater agility in their own reasoning process; the ability to critically engage questions of power and identity; and the ability to articulate more imaginative and thoughtful responses to life's challenges.
  3. For the student on the leadership and social change concentration: an interdisciplinary understanding of theories of power, social change, and leadership; the ability to apply the social change model of leadership to real world problem solving; and the ability to articulate their own theory of leadership and social change.

## **COURSE REQUIREMENTS FOR THE MAJOR**

**39 credits and a senior project to completed in the senior seminar.**

*Students majoring in Religion, Philosophy, and Social Change are required to complete a core set of common courses, along with courses that satisfy the specific requirements of their chosen concentration. Full descriptions for REL courses can be found in [Religious Studies](#), while PHI course descriptions are available in [Philosophy](#).*

- **Core Courses Required for all majors (15 Hours)**
    - REL 100: Theories and Methods in the Study of Religion
    - PHI 101: Introduction to Philosophy
    - PHI 223: Ethics
    - REL 225: Exploring the World's Religions
    - REL/PHI/LED 450: Senior Project Seminar
- 

### **Religious Studies Concentration (24 hours)**

- **Required (6 hours)**
    - REL 110: Introduction to Theology
    - REL 120: Introduction to Christianity
  - **Three of any of the following (9 hours)**
    - REL 203: Hebrew Bible/Old Testament
    - PHI/LED 207: Effective Leadership in Community
    - REL 212: Abrahamic Traditions
    - REL/WST 213: Gender and Religion
    - REL/PHI 216: Faith and Doubt
    - REL 280: Sacred Texts and Social Change
    - REL 290: Readings in Religious Studies
  - **Three of any of the following (9 hours)**
    - REL/PHI 306: Seminar in Ancient and Medieval Thought
    - PHI/LED 307: Power and Service Leadership
    - REL/PHI 309: From Modernism to Postmodernism
    - REL 310: Religion and Society
    - REL 396: Special Topics in Religious Studies
    - REL 451: Directed Independent Study
- 

### **Philosophy and Critical Theory Concentration (24 hours)**

- **Required (6 hours)**
  - PHI 210: Readings in Philosophy
  - REL/PHI 309: From Modernism to Postmodernism
- **Three of any of the following (9 hours):**
  - PHI/LED 207: Effective Leadership in Community
  - ENG 210: Introduction to Literary Criticism
  - COM 215: Introduction to Media Studies
  - REL/PHI 216: Faith and Doubt
  - PHI 224: Logic
  - PHI/POL 240: Introduction to Political Thought
- **Three of any of the following (9 hours):**
  - PHI/POL 300: Foundations of Political Thought
  - REL/PHI 306: Seminar in Ancient and Medieval Thought
  - PHI/LED 307: Power and Service Leadership
  - COM/WGS 338: Identity, Power, & Culture
  - ENG 353: Seminar in Race, Class, and Gender
  - PHI/WST 355: Gender and Philosophy



- PHI 451: Directed Independent Research

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### **Leadership and Social Change Concentration (24 hours)**

- **Required (6 hours)**
  - PHI/LED 207: Effective Leadership in Community
  - PHI/LED 307: Power and Service Leadership
- **Three of any of the following (9 hours)**
  - PHI 210: Readings in Philosophy
  - BUS/ECO/WST 210: Women and Economic Development
  - REL 213: Gender and Religion
  - HIS 215: Reacting to the Past
  - REL/PHI 216: Faith and Doubt
  - COM 216: Intercultural Communication
  - PHI 224: Logic
  - POL/WST 225: Gender and Politics
  - PSY 235: Nature and Manifestation of Prejudice
  - PHI/POL 240: Introduction to Political Thought
  - WGS 250: Global Feminisms
  - REL 280: Sacred Texts and Social Change
- **Three of any of the following (9 hours)**
  - PHI/POL 300: Foundations of Political Thought
  - POL 306: Environmental Politics and Policy
  - REL/PHI 309: From Modernism to Postmodernism
  - REL 310: Religion and Society
  - ENG 353: Seminar in Race, Class, and Gender
  - PHI/WST 355: Gender and Philosophy
  - POL 356: Activism and Political Organization
  - REL 451: Directed Independent Study
  - PHI 451: Directed Independent Study

## **Religious Studies**

Religious Studies is the critical inquiry into cultural expressions – such as myth, ritual, symbol, and sacred texts – that address fundamental human concerns. The student of religion develops a broad methodological base from areas such as theology, ethics, history, philosophy, sociology, literature, and material culture to explore the intersections and intimate connections between systems of belief and practices, ethical codes, rituals, narratives, philosophies, and social and political structures across many cultures and centuries.

The fields of religion and [philosophy](#) (which is part of the department of religious studies) are essentially about critically engaging beyond the classroom and providing models to address questions of the ultimate, belief, and ethical life. The study of the historical, political, and sociocultural contexts of religious traditions and of intercultural philosophical traditions provide an intellectual background for those interested in pursuing careers in social service, education, ministry, government, journalism and the arts.

### **Minor Requirements: Religious Studies.**

A minor in Religious Studies consists of **18 semester hours** as follows (*students interested in the major should see [Religion, Philosophy, and Social Change](#)*):

- Required Courses (3 hours)
  - REL 100: Theories and Methods in Religious Studies 3 hours
- Any three from the following list. At least two courses at the 200 level (9 hours):

- REL 110: Introduction to Theology 3 hours
- REL 120: Introduction to Christianity 3 hours
- REL 203: Hebrew Bible/Old Testament 3 hours
- REL 212: The Abrahamic Traditions 3 hours
- REL 213: Gender and Religion 3 hours
- REL 216: Faith and Doubt 3 hours
- REL 225: Exploring the World's Religions 3 hours
- REL 280: Sacred Texts and Social Change 3 hours
- REL 290: Readings in Religious Studies 3 hours
- Any two from the following list (6 hours):
  - REL 306: Seminar in Ancient or Medieval Thought 3 hours
  - REL 309: From Modern to Postmodern 3 hours
  - REL 310: Religion and Society 3 hours
  - REL 396: Special Topics in Religion 3 hours
  - REL 451: Directed Independent Study 3 hours

**Resources for Non-Majors.** Religion courses are open to all students and are excellent resources for learning about other cultures. Also, for students in the humanities and social sciences, the study of religion represents an excellent opportunity to practice the various methodologies used in other areas of study.

**Postgraduate Opportunities.** The study of religion prepares a student for graduate programs in religion, for professional programs in religion or religious education, or for any profession in which creative and critical thinking is a requirement.

**Pre-Seminary Program.** Wesleyan College offers no pre-seminary major as such. However, all students who major or minor in Religious Studies or Philosophy, receive a 3.0 gpa or higher, and get a recommendation from the chair of the department are eligible for automatic admission into Emory's Candler School of Theology Master of Divinity program. Students interested in pursuing graduate studies in a theological seminary, with either some form of professional ministry or higher graduate work in view, should consider the recommendation of the Association of Theological Schools and take a broad range of courses in literature, history, natural sciences, social sciences, fine arts and music, languages, and religion (Christian and non-Christian).

Pre-seminary students frequently choose to major in fields such as English, history, religion, and philosophy, but any liberal arts subject is appropriate including the sciences and mathematics and the fine arts.

The Religious Studies program provides courses in the Bible, along with courses on non-Western religions, religion and society, and a range of special topics on various other religious themes. The Philosophy program has courses that supplement these offerings, including Ethics, Readings in Philosophy, and Gender and Philosophy. Pre-seminary students not majoring in either of these programs should consider electing at least some religion and philosophy courses in consultation with faculty members.

In addition to enrolling in some of the above courses, pre-seminary students should consult with the pre-seminary program advisor. Pre-seminary students are also encouraged to participate in periodic information sessions on graduate programs, round-table discussions with local ministers, and internship, all of which help students discern their vocations and prepare for post graduate study.

## **Religious Studies (REL) Course Descriptions**

### **REL 100: Theories and Methods of Religious Studies.**

**Goal:** To introduce students to methodologies for the critical study of religion, and to study those characteristics of religion and the religious experience that seem to pervade a variety of religious traditions. To develop a working definition of religion as well as an appreciation of the cross-cultural dimension of the religious experience and the role this experience plays in self-development.

**Content:** Introductory texts in religious studies; primary sources from particular religious traditions.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Individuals & Communities (HUM).

**Credit:** 3 hours.

**REL 110: Introduction to Theology.**

**Goal:** To introduce students to important figures, themes, concepts, and practices in the history of Christian theology. Based on analysis and discussion of primary and secondary texts, students will be equipped to inquire and dialogue about critical developments in theology, including: Christology, the Trinity, hermeneutics, ethics, eschatology, current issues of gender, race, and sexuality, and the roles and experiences of women.

**Content:** Introductory texts in theological studies and primary readings by influential theologians.

**Taught:** Alternate years.

**Gen. Ed. Category:** Foundation Building; Speaking Competency (HUM).

**Credit:** 3 hours.

**REL 120: Introduction to Christianity.**

**Goal:** To introduce students to the teachings and practices of the various forms of Christianity. The class surveys the sweep of Christian history from its biblical foundations to the present, including major theological debates, global shifts, and consideration of the ways Christianity has shaped and been shaped by social-political dynamics across diverse contexts.

**Content:** Primary religious texts, with particular attention to the New Testament and early Christian literature, and scholarly works on the history, culture, and teachings of Christianity.

**Taught:** Alternate years.

**Gen Ed. Category:** Exploring; Historical Events and Phenomena (HUM).

**Credit:** 3 hours.

**REL 203: Hebrew Bible/Old Testament.**

**Goal:** To introduce students to the Hebrew Bible and subsequent literature from a variety of scholarly approaches.

**Content:** Primary texts from the Bible, Second Temple literature, and midrash, and scholarly works on historical-critical, literary, and feminist approaches to the Hebrew Bible.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Gen. Ed. Category:** Exploring; Historical Events and Phenomena (HUM).

**Credit:** 3 hours.

**REL 212: The Abrahamic Traditions.**

**Goal:** To explore the Abrahamic traditions of Judaism, Christianity, and Islam. Stemming from research into the historical and theological foundations of these traditions, students are equipped to engage in constructive dialogue about the common heritage and distinctive ideas and practices of each tradition. Building on their study of history, theology, the Hebrew Bible, New Testament, and Qur'an, students also consider critical themes in Jewish-Christian-Muslim relations, ethics, geopolitics, and the roles of women.

**Content:** Primary texts (including the Hebrew Bible, New Testament, Qur'an, Hadith and Sufi writings) and scholarly works on the history and cultures of the Abrahamic traditions.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse and Interdependent World (HUM).

**Credit:** 3 hours.

**REL 213: Gender and Religion.**

**Goal:** To engage students in the critical reading and assessment of significant religious and theological works concerning how gender impacts the practices of religion in society and how religion impacts individual and societal understanding of gender and gender roles.

**Content:** Students will examine in detail the approach to gender and gender roles undertaken by a diversity of religions, religious practitioners, theologians, and theorists of religion. The impact of gender on issues such as ethical formation, religious authority, the nature of human existence, and conceptions of the holy will be explored.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (HUM).

**Credit:** 3 hours; cross-listed as WST 213.

**REL 216: Faith and Doubt.**

**Goal:** To introduce students to the philosophical issues raised by faith and doubt concerning "the Divine," including the nature of religious language and institutions and the impact such faith and doubt has on views of reality and ethics.

**Content:** Faith in some conception of a "Divinity" is still an important component of human societies, in spite of increasing attacks against faith and in favor of doubt. These debates about faith and doubt employ interesting philosophical

arguments and have important philosophical, social, and political ramifications. Students will engage texts that argue for and against the rationality of belief in divinity, the importance of faith and doubt on views of social and ethical life, and differing views of reality connected with faith and doubt.

**Taught:** Alternate years.

**Gen. Ed. Category:** Exploring; Individuals & Communities (HUM).

**Credit:** 3 hours; cross-listed as PHI 216.

### **REL 225: Exploring the World's Religions.**

**Goal:** To introduce students to the basic teachings and practices of various religious traditions, including Hinduism, Buddhism, Jainism, Daoism, Confucianism, Shinto, the Abrahamic faiths, as well as more recent and alternative traditions. Blending the study and discussion of primary and secondary texts, research into related sacred scriptures, visits to places of worship and ritual, and guest lectures by religious leaders and scholars, the course encourages direct experience of these traditions. Throughout the course, special attention will be given to interreligious dialogue, the roles and experiences of women, and other contemporary issues in the study of religion.

**Content:** Primary texts (including the Hebrew Bible, New Testament, Qur'an, Hadith and Sufi writings) and scholarly works on the history and cultures of the Abrahamic traditions.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse and Interdependent World (HUM).

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Credit:** 3 hours.

### **REL 280: Sacred Texts and Social Change.**

**Goal:** To introduce students to the history and ongoing use of sacred texts in movements for social change and justice.

**Content:** The course will examine the role of sacred texts, especially the Bible but also texts of other religious traditions, in movements for social change. Particular attention will be given to struggles for justice in the history of the United States, including abolition, women's suffrage, civil rights, queer and trans liberation, and recent movements such as Black Lives Matter and Me Too. Students will analyze the texts and strategies of scriptural interpretation used within social justice movements, as well as those used by their detractors, and will thereby consider what makes sacred texts effective as tools for social change in public discourse.

**Taught:** Alternate years.

**Gen. Ed. Category:** Exploring; Individuals & Communities (HUM).

**Credit:** 3 hours.

### **REL 290: Readings in Religious Studies.**

**Goal:** To introduce students to the sorts of questions and issues discussed in religious texts and the ways that scholars of religion discuss these questions and issues. To help students develop their own skills in the reading and analysis of texts in religious studies.

**Content:** The class is configured to focus either on a particular issue, movement, time period, or thinker within religious studies. Representative topics might include Faith and Doubt in Modernity, C.S. Lewis and Friends, Fundamentalisms in World Religions, Feminist Theology, Religious Issues in Modern Literature, Literary Analysis of the Bible, Religion and the Scientific Worldview, and New Religions in America. The class can be understood as an introductory-level special themes course.

**Taught:** Alternate years.

**Credit:** 3 hours.

### **REL 306: Seminar in Ancient or Medieval Thought.**

**Goal:** To engage students in the critical reading and assessment of significant philosophers/theologians or philosophical/theological trends from the pre-Socratics through the High Middle Ages.

**Content:** Students will examine in detail the philosophical/theological ideas of a particular philosopher/theologian, school of philosophy/theology, or philosophical/theological trend from the pre-Socratics through the High Middle Ages, such as the close examination of the works of a single thinker (e.g., Plato or Augustine), a school of thought (e.g., Neoplatonism or Aristotelianism), or philosophical/theological issue (e.g., problem of universals, nature of sacraments, or mysticism).

**Taught:** Alternate years.

**Credit:** 3 hours; cross-listed as PHI 306.

### **REL 309: From Modern to Postmodern.**

**Goal:** To engage students in the critical reading and assessment of significant philosophical and religious thinkers or philosophical and religious trends from the Modern period until today.

**Content:** Students will examine in detail the philosophical and religious ideas of a particular thinker, school of thought, or philosophical/religious trend from the early modern period until today. Emphasis will be given to the characteristics of Modernism (in a range of different fields, including philosophy, theology, literature, and art) and the critiques of it in Postmodernism.

**Taught:** Alternate years.

**Credit:** 3 hours; cross-listed as PHI 309.

### **REL 310: Religion and Society.**

**Goal:** To introduce students to sociological methods as they are applied in the study of religion and to the understandings of religion which are gained by these methods.

**Content:** Writings in the sociology of religion, including not only a survey text which provides a general overview of the field, but also monographs and/or essays which develop particular sociological perspectives in more detail.

**Taught:** Alternate years.

**Prerequisite:** One course in REL or permission of instructor.

**Credit:** 3 hours.

### **REL 396: Special Topics in Religion.**

**Goal:** To introduce students to the in-depth study of a special area of religion.

**Content:** Primary and secondary texts appropriate to the topic. Examples of special topics include a focus on a particular religious thinker or religious thought or broader topics like psychology and religion or apocalyptic literature.

**Taught:** Alternate years.

**Prerequisite:** Any 300-level REL course or permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **REL 450: Senior Project Seminar.**

**Goal:** To provide advanced Religion, Philosophy, and Social Change and Leadership Certificate students with the opportunity to complete and present a lengthy, meaningful research project or capstone integrative experience in Religious Studies, Philosophy and Critical Theory, or Leadership and Social Change and to reflect on their development as a Religion, Philosophy, and Social Change or Leadership scholar and on how their course of study informs their future plans.

**Content:** Students will create a senior portfolio that includes several representative papers, a reflection on their growth as a Religion, Philosophy, and Social Change and/or Leadership scholar, and a reflection on how their major can inform her their future plans. They will also engage in extensive research on a problem in Religion, Philosophy, or Leadership and Social Change that will issue in a work that will be presented in a public forum. Students taking this class for credit toward the Leadership and Social Change Certificate will have the opportunity to integrate the knowledge they have gained from their academic endeavors coupled with their knowledge of the social change model of leadership development to design and implement a capstone project that demonstrates their ability to apply what they've learned about leadership and social change in a local context to problem solving beyond their college careers.

**Taught:** As needed.

**Prerequisite:** Four REL or PHI courses, or three LED courses, or permission of the instructor.

**Credit:** 3 hours; cross-listed as PHI/LED 450.

### **REL 451: Directed Independent Study.**

**Goal:** To encourage students to develop skills for independent and creative research into selected problems in religious studies.

**Content:** To be selected in consultation between student and instructor.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of instructor and program director.

**Credit:** 1-6 hours.

### **REL 452/199: Field Study.**

**Goal:** To introduce students to on-site experience of specific vocations in religion.

**Content:** Actual work experience.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of instructor and program director.

**Credit:** 1-12 hours.

## Self-Designed Interdisciplinary Major

**Self-Designed Interdisciplinary Major.** In addition to the standard disciplinary majors, Wesleyan allows interested students to design their own interdisciplinary major. An interdisciplinary major should be planned by a student in consultation with a faculty advisor and representatives of each of the major and minor programs involved. The major should interrelate at least two (2) fields of learning, yet have a central and cohesive theme. It is reserved for students who have a strong interest in interdisciplinary studies and who have demonstrated both initiative and academic excellence. The interdisciplinary nature of the major will be indicated on the student's transcript.

Guidelines for Proposing a Self-Designed Interdisciplinary Major:

1. The self-designed interdisciplinary major must include at least 39 semester hours, beyond the general education requirements.
2. If the major and minor programs involved have courses in methodology, these must also be included in the major.
3. A minimum of 21 of the 39 hours should be at or above the 300-level, exclusive of the senior project, honors thesis, or internship. These 21 hours should include at least three courses from each of the major and minor programs involved.
4. The interdisciplinary proposal should define the exact nature and objectives of the major and explain why it is a more appropriate alternative for the student than existing majors.

Procedures for Submission and Review of the Proposed Interdisciplinary Major:

1. The interested student chooses an advisor from one of the disciplines involved.
2. Proposals must be approved by all departments involved in the plan of study before submission for final approval by the Curriculum Committee.
3. Interdisciplinary major proposal forms (available in the Registrar's Office) must be submitted for approval to the Curriculum Committee. The form details the information a student should include in her proposal.
4. Proposals may be submitted after a student's first semester at Wesleyan College.
5. Proposals must be submitted before a student has earned 90 credit hours.
6. At the time the proposal is submitted, the student must have a Wesleyan College grade-point-average of 3.0 or higher.
7. The Curriculum Committee reviews proposals and makes recommendations as to the validity and viability of each proposal. Changes in the proposed plan of study must be made by the student within two weeks of the initial review. At its next regularly scheduled meeting, the Curriculum Committee reviews the final proposal and makes a decision regarding its acceptance.
8. Any unforeseen or necessary changes in the proposal can be approved by the faculty advisor, in consultation with the Curriculum Committee.

## Spanish

The Spanish program at Wesleyan prepares students with a firm foundation of skills and knowledge to take advantage of opportunities for Spanish-speaking employees and volunteers in the United States. Such opportunities expand each year with the ever-increasing Hispanic population and the opening of more free trade zones within the Americas. A major or minor in Spanish complements study in areas such as business, education, international relations, law, pre-seminary, human services, and pre-med.

**Major Program.** All Spanish majors are encouraged to participate in a year-or a semester-abroad program either in Spain or in Latin America, or an intensive summer course in a Spanish-speaking country. Courses taken abroad may be substituted for some of the required courses, on the recommendation of the Spanish faculty and with the approval of the program director and the Registrar.

The Modern Foreign Language faculty encourages students to double major or minor in fields such as Fine Arts, International Business, Education, English, Leadership and Social Change, History, Politics and Global Affairs, Political Science, pre-law or pre-med, and Psychology. Faculty advisors provide counsel on graduation requirements, overseas programs, jobs, and graduate study. Students are encouraged to declare their major by the beginning of their sophomore year. In addition to the courses listed below, the major includes an integrative experience and a professional development experience.

**Major Requirements: Bachelor of Arts in Spanish.** The Spanish major contains a total of 36 semester hours beyond SPA 101, 102:

Upon completing this program...

- I. a student will demonstrate oral skills in Spanish.
- II. a student will demonstrate knowledge of important people and places in the Hispanic world.
- III. a student will demonstrate geographic awareness of the Hispanic world.

While every class in the Spanish curriculum enables students to strengthen these skills, each class foregrounds one or two, which are noted parenthetically below. In addition to completing 36 hours of coursework, the major includes an integrative experience (completed as part of SPA 401: Senior Seminar in Spanish).

The requirements for the Spanish major and the goal that each fulfills are as follows:

I. Required (18 hours)

\*SPA 211 Intermediate Spanish I (I, III) 3 hours  
SPA 212 Intermediate Spanish II (I, III) 3 hours  
SPA 250 Spanish Phonetics (I) 3 hours  
SPA 307 Advanced Spanish Conversation (I) 3 hours  
SPA 318 Advanced Composition (II) 3 hours  
SPA 401 Senior Seminar in Spanish (I, II) 3 hours

II. Required (12 hours; select 4)

SPA 300 Online Latin American Culture (taught in English) (II) 3 hours  
SPA 305 Spanish Culture and Civilization (II) 3 hours  
SPA 306 Latin American Culture and Civilization (II, III) 3 hours  
SPA 352 Spanish Peninsular Literature: medieval to 18th Century (II) 3 hours  
SPA 354 Spanish Peninsular Literature: 19<sup>th</sup> Century to the Present (II) 3 hours  
SPA 358 Survey of Latin American Literature (II) 3 hours

III. Required (6 hours)

SPA 220 Intermediate Medical Spanish (I) 3 hours or SPA 320 Advanced Medical Spanish (I) 3 hours  
SPA 327 Business Spanish (I) 3 hours  
SPA 281 Tertulia (I) 1 hour (repeatable up to 3 hours)  
SPA 396 Special Topics in Spanish (II) 3 hours  
SPA 399 Teaching Assistant in Spanish (I) 1 hour (repeatable up to 3 hours)  
SPA 451 Directed Independent Study (II) 3 hours  
TRA 242 Travel Study Seminar in Humanities (II, III) (only when the travel is to a Spanish-speaking country) 3 hours  
Or an additional course not taken to fulfill the requirements of section II.

*\*Declared Spanish majors who have placed out of Spanish 211 or 212 may retroactively receive up to 6 hours credit for these courses by completing two more Spanish courses above the 212 level. Upon completion of a course, the student must fill out the departmental form in order to receive credit. Students may not surpass the College limit of 30 credit hours by examination.*

*\*\*The student must maintain a C average (minimum 2.0) in the major.*

**Integrative Experience.** Spanish majors will meet the integrative Experience requirement through SPA 401: Senior Seminar (3 hours).

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar. In addition, students who major in Spanish are encouraged to participate in a workplace experience by means of one of the following: an internship taken as the SPA 452 Field Study Course; a summer employment experience; volunteer work or any other comparable work experience deemed acceptable to the Modern Foreign Languages Department.

**Minor Requirements: Spanish.** A minor in Spanish consists of a minimum of 24 hours distributed as follows:

SPA 101 Beginning Spanish I - 3 hours  
SPA 102 Beginning Spanish II - 3 hours  
SPA 211 Intermediate Spanish I - 3 hours  
SPA 212 Intermediate Spanish II - 3 hours  
SPA 250 Spanish Phonetics - 3 hours  
Any three Spanish courses at the 300 level or above - 9 hours

*\*Declared Spanish minors who have placed out of Spanish 101, 102, 211, or 212 may retroactively receive up to 9 hours credit for these courses by completing the next three levels of Spanish. Upon completion of a course, the student must fill out the departmental form in order to receive credit. For example, a student who places into SPA 211 may earn credit for SPA 101 by completing SPA 211, then may earn credit for SPA 102 by completing SPA 212. Students may not surpass the College limit of 30 credit hours by examination. Students who place into 300-level courses must take a fourth 300-level course to complete the 21 hours of the minor.*

*\*\* Some 300-level courses have SPA 318 as a prerequisite. All minors are highly encouraged to take SPA 318.*

*\*\*\*The student must maintain a C average (minimum 2.0) in the minor.*

**Resources for Non-Majors.** Spanish courses are open to all students based on level of placement. Students are encouraged to take subsequent courses as they meet the prerequisites. Spanish courses provide an excellent complement to nearly all majors because the growing Hispanic population in the country makes the ability to communicate with non-English speakers desirable in practically all fields-medicine, law, business, industry, and government.

**Postgraduate Opportunities.** Students who major in Spanish often go on to jobs in fields such as international business, foreign service, marketing, education, translation/interpretation, and journalism, or to graduate study in Spanish, Romance languages, linguistics, the teaching of English as a foreign language, foreign relations, international law, and medicine, where knowing Spanish may be a necessary component of their major.

### **Spanish (SPA) Course Descriptions**

#### **SPA 100: Beginning Spanish Review.**

**Goal:** This course provides the opportunity for students who have a sufficient background in Spanish based on their Spanish Placement test score to review in preparation for SPA 102.

**Content:** Class time will emphasize listening and speaking activities to review vocabulary and pronunciation along with pointed grammar review of material taught in SPA 101 as class preparation.

**Taught:** Fall, Split Term B.

**Prerequisite:** Placement in SPA 102 or permission of the instructor.

**Credit:** 1 hour, CR/NC.

#### **SPA 101, 102: Elementary Spanish I, II.**

**Goal:** To teach students to speak, understand, read, and write basic Spanish.

**Content:** Subjects used in learning the four basic skills include everyday situations relevant to Hispanic culture.

**Taught:** SPA 101, Fall; SPA 102, Spring.

**Prerequisite:** SPA 101 or equivalent for SPA 102.

**Credit:** 3 hours. (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement).



**SPA 211 Intermediate Spanish.**

**Goal:** To improve and development speaking, reading, and writing in Spanish through dialogues, magazine articles, and literary selections.

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (HUM).

**Prerequisites:** SPA 102, or placement.

**Credit:** 3 hours.

**SPA 212: Intermediate Spanish.**

**Goal:** To improve and develop speaking, reading, and writing in Spanish through dialogs, magazine articles, and literary selections.

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

**Taught:** Spring.

**Prerequisites:** SPA 211 or equivalent.

**Credit:** 3 hours.

**SPA 220: Intermediate Medical Spanish.**

**Goal:** To elicit and to understand necessary medical information from an exclusively Spanish-speaking patient.

**Content:** Emphasis on vocabulary and grammatical structures necessary for communication in a medical environment and standard medical interviews. Secondary emphasis on providing information that will enhance the student's knowledge of Hispanic cultural attitudes toward health issues. Class conducted in Spanish.

**Taught:** As needed.

**Prerequisites:** SPA 102, or placement.

**Credit:** 3 hours.

**SPA 250: Spanish Phonetics.**

**Goal:** To improve Spanish pronunciation through study of pronunciation rules and practice in and out of class.

**Content:** Students will study sounds, phrasing, intonation, as well as common pronunciation errors of English speakers learning Spanish and will practice corrections of these mistakes.

**Taught:** Spring alternate years.

**Prerequisite:** SPA 211 and 212 or equivalents, or concurrent enrollment in SPA 212.

**Credit:** 3 hours.

**SPA 281: Tertulia.**

**Goal:** In Spanish, a tertulia is a social gathering often with an intellectual purpose. The goals of this course are to improve the level of student comfort interacting in Spanish, to reinforce material learned in previous study, and to add new vocabulary, especially idiomatic and slang expressions.

**Content:** Students will meet weekly in an informal setting to use Spanish in engaging activities using the target language such as games, skits, role-playing, interviews, or debates. Activities may be prompted by short videos, music, artwork or written texts. Students will be given tasks based on their level of language.

**Taught:** Fall and Spring.

**Prerequisites:** SPA 102 or equivalent.

**Credit:** 1 hour. Credit/No credit (repeatable up to 3 hours total).

**SPA 300: Seminar in Latin American Studies.**

**Goal:** Students analyze texts in order to identify issues in the Latin American world arising from increasingly complex global connections based in the culture and history of a Spanish colonial past and interventions by other countries. They will strengthen communication skills in an intercultural context.

**Content:** This course will allow students to explore the dynamic of Latin America, focusing on key themes such as culture, race, politics, women's issues, the drug trade, immigration, Latin American identity and language, and history. Students will read excerpts from textbooks and scholarly articles, view films and documentaries, view artwork, and listen to music. Topics and regional focus will vary. Taught in English.

**Taught:** Alternate years.

**Prerequisite(s):** None.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse & Interdependent World; (HUM).

**Credit:** 3 hours.

**SPA 305: Spanish Culture and Civilization.**

**Goal:** To provide a geographical, historical, and cultural overview of Spain.

**Content:** Geographical, historical, ethnic, and religious influences. Focus on historic highlights that have contributed to present-day Spanish society.

**Taught:** Fall. Alternate years.

**Prerequisite:** SPA 212 or equivalent.

**Credit:** 3 hours.

**SPA 306: Latin American Culture and Civilization.**

**Goal:** To provide a geographical, historical, and cultural overview of Latin America (which includes for the purpose of this course, all countries in the Western Hemisphere in which Spanish is spoken).

**Content:** Geographical, historical, ethnic, and religious influences. Focus on how the blend of indigenous civilizations, with the addition of both African and European influences, has produced the multitude of societies in this region.

**Taught:** Fall. Alternate years.

**Prerequisite:** SPA 212 or equivalent.

**Credit:** 3 hours.

**SPA 307: Advanced Spanish Conversation.**

**Goal:** To improve Spanish speaking and listening skills.

**Content:** The goal of this course is to offer students as much time speaking Spanish as possible. This goal may be met through activities such as debates, discussions of films, news and cultural articles, student presentations, role play, drama.

**Taught:** Spring alternate years.

**Prerequisites:** SPA 212 or equivalents.

**Credit:** 3 hours.

**SPA 318: Advanced Composition.**

**Goal:** To refine writing skills, enrich vocabulary, and emphasize grammar.

**Content:** Weekly writing assignments, translation, and advanced reading.

**Taught:** Fall.

**Prerequisite:** SPA 212 or equivalent.

**Credit:** 3 hours.

**SPA 320: Advanced Medical Spanish.**

**Goal:** To elicit and to understand necessary medical information from an exclusively Spanish-speaking patient.

**Content:** This course is designed for those who are currently taking advanced 300-level Spanish courses and who specifically need to practice communication in a health-related profession. It will emphasize role-play exercises for the standard medical interview. Secondary emphasis is placed on providing information that will enhance the student's knowledge of Hispanic cultural attitudes toward health issues. Class conducted in Spanish. A student cannot receive credit for this course if she already has credit for SPA 220.

**Taught:** As needed.

**Prerequisites:** SPA 318.

**Credit:** 3 hours.

**SPA 327: Business Spanish.**

**Goal:** To provide students with the vocabulary needed to communicate effectively, both orally and in writing, and to transact daily business operations in Spanish. To help students become better prepared for the ever-increasing demands of the growing international market.

**Content:** The course combines practical language with the study of Spanish business terminology. Emphasis is on conversation and business transactions such as preparing commercial correspondence, as well as reading, writing and translating contracts and other related documents in Spanish.

**Taught:** Offered occasionally.

**Prerequisite:** SPA 318 or equivalent or permission of instructor.

**Credit:** 3 hours.

**SPA 352: Early Spanish Peninsular Literature.**

**Goal:** To introduce major writers of Spain from the Middle Ages, the Renaissance, and the Baroque periods with emphasis on historical conditions and literary genres.

**Content:** Poetry, drama, prose and essay. Selections from major authors such as Miguel de Cervantes, Lope de Vega, Calderón, Santa Teresa, San Juan de la Cruz.

**Taught:** Spring alternate years.

**Prerequisite:** SPA 318 or equivalent. SPA 305 recommended.

**Credit:** 3 hours.

**SPA 354: Spanish Literature: 19th Century to the Present.**

**Goal:** To introduce major writers of Spain from the 19th and 20th Centuries (Romanticism, Realism, Naturalism, Modernism, etc.) as well as the most recently published authors, with emphasis on historical conditions and literary genres.

**Content:** Poetry, drama, prose and essay. Selections from major authors such as Benito Barca, Pérez Galdós, Unamuno, Carmen, Manuel Laforet.

**Taught:** Spring alternate years.

**Prerequisite:** SPA 318 or equivalent. SPA 305 recommended.

**Credit:** 3 hours.

**SPA 358: Survey of Latin American Literature.**

**Goal:** To acquaint students with the literature from colonial Spanish America to the present. To study literary movements that influenced Latin American thought: naturalism, realism, modernism, surrealism, and magical realism.

**Content:** Selections from major authors such as Federico Juana García, Lorca Rivas de Sor, Julio Inés, and Isabel Rubén.

**Taught:** Spring. Alternate years.

**Prerequisite:** SPA 318 or equivalent. SPA 306 recommended.

**Credit:** 3 hours

**SPA 396: Special Topics in Spanish.**

**Goal:** To allow students to concentrate on a particular area of language or literature.

**Content:** Varied.

**Taught:** Fall. Alternate years.

**Prerequisites:** SPA 352, 354, 358 or permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**SPA 399: Teaching Assistant in Spanish.**

**Goal:** To allow advanced students to learn about second language acquisition and to try out different methods of teaching as well as to offer students the opportunity to consider teaching Spanish as a career option.

**Content:** Students who serve as Teaching Assistants for Spanish will have short weekly readings about language teaching methodology and pedagogy, will attend SPA 100, 101, 102 or 281 one day a week where they will lead activities, and will spend one hour per week leading tutoring sessions.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of Department Chair.

**Credit:** 1 hour (repeatable up to 3 hours)

**SPA 401: Senior Seminar.**

**Goal:** To enable Seniors in Spanish to undertake a major research project in Spanish which will connect with their other interests and goals, as well as past course materials and experiences such as study abroad or internships.

**Content:** Each student will select and carry out a significant research project on a topic chosen in conjunction with the instructor. Students will present their research at a formal defense at the end of the semester. Students will also explore career options in the major.

**Taught:** Fall.

**Prerequisite :** Senior status and completion of SPA 318 and at least two courses in section two of the major requirements (except SPA 300) or Permission of Department Chair.

**Credit:** 3 hours.

**SPA 451: Directed Independent Study.**

**Goal:** To provide additional advanced work in Spanish language or literature.

**Content:** Varied, according to course taught.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** Permission of the instructor and the program director. Open to advanced students only.

**Credit:** 1-6 hours.

**SPA 452/199: Field Study.**

**Goal:** To provide practical experience to allow the student to apply what she has learned.

**Content:** Generally dealing with communicative, administrative, or instructional assistance; student will perform support services such as limited translation or interpretation, or use language skills to perform other duties under professional supervision.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisite:** Permission of the instructor and program director.

**Credit:** 1-12 hours.

**SPA 499: Honors Thesis.** (Fee required).

## Sport Management

The highly competitive field of sports management provides sports, fitness, and recreation minded students with business knowledge and exciting opportunities in the world of athletics.

Students with a sport management minor\* will gain experience and knowledge in areas of business, accounting, law, facility management, and marketing to create an expansive knowledge base for many careers. As part of our program, students in the sport management field will work with local semi-professional athletic teams, club sports, NCAA institutions, and other relevant fields to create a one-of-a-kind professional development opportunity to solidify their area of expertise and interest. The curriculum is designed to give students a broad understanding of all aspects of sport management and prepare them for careers in athletic administration, coaching, physical therapy, athletic training, and health and wellness.

*\*Sport management is also offered as a concentration for the business administration major; please see the [Business Administration](#) page of the course catalogue for additional details.*

**Required Courses (18 hours)**

*Each course listed is 3 hours.*

BSM 110: Introduction to Sport Management

BSM 307: Sport Marketing

BSM 314: Sport Law

BSM 328: Facilities Management

BSM 400: Event Marketing/Management Capstone

BUS 303: Principles of Marketing

**Sport Management (BSM) Course Descriptions****BSM 110: Introduction to Sport Management**

**Goal:** To introduce students to the overview and structure of sport, fitness, and leisure industries with an emphasis on history, management, leadership, ethics, and governance.

**Content:** Professional, Olympic, intercollegiate, and interscholastic sport as well as the exercise and fitness business sector will be explored to provide the foundation knowledge necessary for Sport Management careers and study. Students will gain the foundation for functional and administrative management of sport.

**Taught:** Fall

**Prerequisite:** None

**Credit:** 3 hours

**BSM 307: Sport Marketing**

**Goal:** To develop and apply the theories and functions of sport marketing and sales as applied across various sport management fields.

**Content:** Students will utilize research and development skills, sport promotion, advertising, marketing, and development of campaigns to investigate the sport industry. Demonstration and understanding of various sport and exercise/fitness industries, target audiences, and needs in marketing and promotion will be examined to provide a foundation for current/future practices in marketing.

**Taught:** Fall

**Prerequisites:** BSM 110, BUS 303

**Cross-listed as:** BUS 307

**Credit:** 3 hours.

**BSM 314: Sport Law**

**Goal:** To develop a broad view of law that encompasses athletes, spectators, venues, business, finance and management issues within the sport, exercise, and leisure realms.

**Content:** Law principles, systems, and functions over a variety of disciplines will be explored to gain an understanding of sport law as it pertains to business, facilities, and persons involved.

**Taught:** Spring

**Prerequisite:** BSM 110

**Credit:** 3 hours

**BSM 328: Facilities Management**

**Goal:** To provide students with the skills and basic understanding necessary to manage, maintain, and operate various sport and fitness facilities and events.

**Content:** Examination of funding, design elements, construction, physical operation, and maintenance of sport and fitness facilities. Event and facility issues regarding participants, ethical issues, legal matters, operations, planning, and risk management will be explored to gain knowledge of the full facilities management processes.

**Taught:** Spring

**Prerequisite:** BSM 110

**Credit:** 3 hours

**BSM 400: Event Marketing/Management Capstone**

**Goal:** To provide sport management majors a forum in which students discuss, analyze, critique and prepare a senior portfolio documenting their integrative experience.

**Content:** Students will reflect upon the interdisciplinary nature of their courses of study including the general education experiences and their relationship to their major.

**Taught:** Spring

**Prerequisites:** Junior or senior standing; satisfactory completion of internship experience (1 credit hour min.) through either BSM 452: Field Study in Sport Management or PDE 400: Professional Development Experience

**BSM 452/199: Field Study in Sport Management**

**Goal:** To provide the student with intensive, specialized work experience in the area of sport management.

**Content:** Observation and participation in the work of sport management professionals.

**Taught:** Fall, Spring, and Summer

**Prerequisites:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development

**Credit:** 1-12 hours

## Strategic Management

Strategic management involves decisions about the set of goal-directed, coordinated commitments and actions that a firm undertakes to gain and sustain superior performance relative to competitors. It includes diagnosing the competitive challenges facing a firm, formulating strategies (including corporate, business, international, etc.) to address the competitive challenges, and devising a coherent set of actions to implement a firm's strategy.

Knowledge of strategic management complements students' mastery of particular functional or operational areas, and allows graduates to understand how their functional roles and activities in a firm relate to the firm's overall strategic objectives.

### Minor Objectives

Upon successful completion of this minor\*, the student will be able to:

- Relate and discuss the potential functions and applications of management processes in the areas of planning, organizing, staffing, directing, leading, and controlling.
- Identify and examine the needs of today's managers in assessing and implementing strategies used in the management of information technology in the workplace.
- Recognize and describe issues as they relate to organizational behavior in terms of individual, group/team, and overall organization.
- Examine and explore potential management problems and opportunities and discuss possible strategies and applications to be used in addressing such managerial concerns.
- Recognize and discuss ethical conduct and the social responsibility of business in the lives of internal and external stakeholders.
- Analyze the external and internal environmental forces affecting business organizations that affect the effectiveness of managers in today's competitive and global organizations.

*\*Strategic management is also offered as a concentration for business administration majors; please see the [Business Administration](#) page of the course catalogue for additional details.*

### Required Courses (18 hours)

*Each course listed is 3 hours.*

BUS 315: Principles of Management

BUS 317: Organizational Behavior

BUS 330: Strategic Management

BUS 332: International Business Management

ACC/BUS 333: Business Information Systems

BUS 350: Entrepreneurship

## Theatre

The theatre program offers academic and practical courses. Students analyze plays and learn about theatre of the past and present; study acting, directing, voice, movement, and technical theatre; and bring productions to life. Wesleyan's theatre courses are appropriate for students with professional or scholarly aspirations, as well as for students with a general interest in the field.

Departmental productions focus on strong roles for women. Students gain stage experience and excel in areas traditionally dominated by men, such as directing, playwriting, and technical work. Theatre minors are expected to work on productions throughout the college career. Roles and crew assignments are open to all students, regardless of major or year.

The Wesleyan student who minors in theatre receives a foundation that prepares her for apprenticeship, graduate school, or work in the profession. The theatre degree enhances career paths that call for organizational ability, collaboration, effective speech, creativity, problem-solving, and analytical/critical skills.

Student learning outcomes for the Theatre minor are that the student:

- I. gain skill in analysis and criticism of plays and performance events
- II. develop effective techniques for dramatic expression as actors
- III. gain experience on and off stage in theatre productions, as actors or technicians

IV. acquire an understanding of the theatrical past and connect it to the present

V. learn to communicate clearly, in oral and written form

VI. choose to develop advanced skills in acting, management, or writing.

**Minor Requirements: Theatre.** (18 hours total).

*I. Required Courses (15 semester hours):*

THE 105 Introduction to Theatre 3 hours

THE 125 Acting I or THE 134 Introduction to Theatre Design 3 hours

THE 110 Criticism and Practice or THE 210 Theatre History and Literature I 3 hours

THE 322 Stage Management and Producing 3 hours

THE 330 Marketing for Individual Artists 3 hours

*II. An additional 3 semester hours are required from the following:*

THE 110 Criticism and Practice 3 hours

THE 125 Acting I 3 hours

THE 134 Introduction to Theatre Design

THE 210 Theatre History and Literature I 3 hours

THE 222 Stagecraft 3 hours

THE 225 Acting II 3 hours

THE 318 Directing 3 hours

THE 328/WST 328 Women, Culture, and Theatre

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar. In addition, students meet individually with theatre faculty in the sophomore year to discuss post-graduate plans. If interested in professional work or graduate school, students are encouraged to intern during the summer with professional theaters after interviews and/or auditions either locally or nationally. For example, students have worked at Imagination Stage in DC, Georgia Shakespeare Festival, Horizon Theatre, Texas Legacies, Santa Fe Opera, Smoke on the Mountain, West Virginia Stage Company, Banner Elk Theatre, and the Maine State Music Festival. In Macon, students may work for the historic Douglass Theatre, the Cox Capitol Theatre, Macon Little Theatre, Theatre Macon, or local schools and community centers.

### **Theatre (THE) Course Descriptions**

#### **THE 105: Introduction to Theatre.**

**Goal:** Study the basic principles of theatre as a performing art within its historical and contemporary contexts. Develop analytical, critical, writing, and speaking skills.

**Content:** Explore and experience different disciplines within theatre such as acting, directing, design, and management. Read and analyze representative plays from defined periods. View and write reviews of plays.

**Taught:** Every year.

**Gen. Ed. Category:** Exploring; Thinking and Expressing Creatively (FA).

**Credit:** 3 hours.

#### **THE 107: Applied Lessons in Theatre Performance.**

**Goal:** To enable students to develop expertise in performance for auditions and professional work.

**Content:** Students will receive individual and/or team coaching sessions per semester. They will work on choice of material, acting technique, effective partnering, and audition strategies. Students must provide their own script materials for these sessions. A course fee is required.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of the instructor.

**Credit:** 1 hour; Repeatable for maximum of 4 hours.

#### **THE 108: African American Theatre.**

**Goal:** To introduce ways to read play texts, gain skill in analysis and criticism of plays, communicate clearly in oral and

written form, and acquire an understanding of African American plays as part of the changing canon of American theatre.

**Content:** Students will read and discuss a variety of modern African American plays, write short papers, perform scenes, and give oral presentations based on research.

**Taught:** Every other year.

**Gen. Ed. Category:** Foundation Building; Speaking Competency (FA).

**Credit:** 3 hours.

#### **THE 110: Criticism and Practice.**

**Goal:** To look critically at plays, performance history, and/or theatrical practices. To develop skills in the analysis, enactment, and interpretation of performance events, theatre literature, or theatre criticism.

**Content:** A particular area of theatre or performance will be closely studied through reading and active performance. Expertise in acting will not be required or expected, but short performances will help students analyze plays and performance events. Students will articulate ideas in group discussion and oral reports. Given the occasional change in topic, THE 110 is repeatable one time as THE 112 if the topic is distinct. THE 112 is not a general education course.

**Taught:** Annually.

**Gen. Ed. Category:** Foundation Building; Speaking Competency (FA).

**Credit:** 3 hours.

#### **THE 125: Acting I.**

**Goal:** To introduce students to the fundamentals of acting, including relaxation, concentration, collaboration, and self-confidence, and thereby develop the skills for effective dramatic expression and interpretation.

**Content:** Theatre exercises and games, monologues, improvisation, and scene study. Physical activity is required.

**Taught:** Fall, Spring, and occasionally Summer.

**Gen. Ed. Category:** Exploring; Thinking and Expressing Creatively (FA).

**Credit:** 3 hours.

#### **THE 134: Introduction to Theatrical Design.**

**Goal:** To introduce the basic principles of scenic, costume, and lighting design for the theatre. Topics covered include the design process, research, design elements, and practical considerations.

**Content:** This course focuses on the skills and art of the theatre designer. Students will demonstrate the ability to analyze text, to distill a design concept, to show knowledge of the design elements, and to apply that vocabulary.

**Taught:** Alternate years.

**Gen. Ed. Category:** Exploring; Thinking and Expressing Creatively (FA).

**Credit:** 3 hours.

#### **THE 210: Theatre History and Literature I.**

**Goal:** To explore the early history and literature of the theatre. To develop analytical, critical, research, and speaking skills.

**Content:** An examination of the role of the theatre in society from theories of origins and the Greeks through the Elizabethan age and the French neoclassical theatre. The emphasis is on theatre in its political, religious, and social contexts. Students read plays, perform, and present research.

**Taught:** Alternate years.

**Prerequisites:** THE 110 or permission of instructor.

**Credit:** 3 hours.

#### **THE 212: Theatre History and Literature II.**

**Goal:** To explore the history and literature of the theatre from the English Restoration to the present. To develop analytical, critical, research, and speaking skills.

**Content:** An examination of aspects of performance from the Restoration to post-modern practice. Emphasis on the rise of the director and on realistic and anti-realistic movements. Students read plays, perform, and present research.

**Taught:** Alternate years.

**Prerequisites:** THE 110 or permission of instructor.

**Credit:** 3 hours.

#### **THE 222: Stagecraft.**

**Goal:** To introduce students to the basics of technical theater as a means of preparing them to work on shows and take further courses in design and production.

**Content:** This course will provide to students a thorough background in the tools, materials, techniques, and processes



that are used in the execution of theatrical design and production. Subjects covered will include scenery, lighting, electrics, and scenic painting. There will be a production and crew component to begin implementing the knowledge gained through classroom study.

**Taught:** Every fall.

**Prerequisite:** None.

**Credit:** 3 hours.

### **THE 225: Acting II.**

**Goal:** To apply the principles of the Stanislavsky and Meisner acting methods and other relevant acting techniques to intermediate scene study and monologues.

**Content:** This course begins students' pre-professional acting training. Students study characterization, communication, pacing, rhythm, and other skills required for employment within the performing arts and related fields. Physical activity is required.

**Taught:** Alternate years.

**Prerequisites:** THE 125 or permission of instructor.

**Credit:** 3 hours.

### **THE 235: Performance and Production.**

**Goal:** To introduce students to all phases of acting, design, and technical work.

**Content:** Participation in the rehearsal/performance/design/technical process of a Wesleyan College Theatre production. Content will vary with production assignment. Theatre majors who are transfer students and who have significant production experience at another college or university may count that experience toward THE 235, upon approval of the Wesleyan Theatre faculty. Theatre majors may count up to two credits of THE 235 to production work at theatres outside Wesleyan, with prior approval and guidance from Wesleyan Theatre faculty.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of instructor, to be granted after auditions at the beginning of the semester and mid-semester. Permission of the instructor required.

**Credit:** 1, 2, or 3 hours per term; usually 1 hour. Note: Theatre majors must complete a total of seven hours of THE 235.

### **THE 318: Directing.**

**Goal:** To teach advanced students how to direct a one-act play.

**Content:** Participants will study methods for directing. They will choose a play which they will then cast, rehearse, and direct.

**Taught:** Every other spring.

**Prerequisites:** THE 110, 125, 222, 225. Permission of the instructor.

**Credit:** 3 hours.

### **THE 322: Stage Management and Producing for Theatre.**

**Goal:** To introduce students to the practices of stage management and producing for the theatre.

**Content:** Students learn and practice all of the techniques and duties of theatrical stage managers and producers, including but not limited to preparation of promptbooks, budgets, and production plans; rehearsal and production responsibilities; and working with actors, directors and playwrights.

**Taught:** Alternate years.

**Prerequisites:** THE 105.

**Credit:** 3 hours.

### **THE 328: Women, Culture, and Theatre.**

**Goal:** Learn to perceive and respond thoughtfully, in oral and written form, to issues of gender and culture in theatre.

**Content:** Students will gain the tools to analyze, discuss, and write about plays, performances, and production work by women from various cultures, and how women have altered the nature of theatre, particularly within the past thirty years. Students will engage with issues of class, ethnicity, and the social construction of gender identity.

**Taught:** Alternate years.

**Prerequisites:** None.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (FA).

**Credit:** 3 hours; cross-listed as WST 328.

### **THE 330: Marketing for Individual Artists.**

**Goal:** To develop the materials for and knowledge of the application and interview process as a gateway to the first job or

internship.

**Content:** Students will prepare personal marketing and branding materials, as well as developing a portfolio of work that best represents them in a clear, professional manner. The course will cover resumes, CV's.

**Taught:** Occasionally.

**Prerequisites:** None.

**Credit:** 3 hours; cross-listed AMM.

### **THE 333: Acting III.**

**Goal:** To expand upon the methods used in Acting II and apply them to advanced acting work, such as period styles and audition techniques.

**Content:** Continuation of pre-professional studies in theatre, via intensive scene and monologue study with emphasis on "style" techniques, using material by Shakespeare, AMM, and others.

**Taught:** Every three years.

**Prerequisite:** THE 225 and permission of the instructor.

**Credit:** 3 hours.

### **THE 353: Playwriting.**

**Goal:** To introduce students to the craft and practice of writing for the stage.

**Content:** Writing exercises and games, reading and analysis of plays, collaborative exercises, practical study of the playwright's role in production. Each student will write one 10-minute play and one short one-act play.

**Taught:** Alternate years.

**Prerequisites:** THE 110 or ENG 161, THE 125, THE 235; or permission of instructor. Wesleyan Writing Proficiency must be met.

**Credit:** 3 hours.

### **THE 354: Apprenticeship in Playwriting.**

**Goal:** To write one or more plays under the guidance of a practicing playwright.

**Content:** Students will receive individual sessions in response to their writing. They will extend their work from THE 353, reading and analysis of plays, practical study of the playwright's role in production, and work on writing a longer piece. A course fee is required.

**Taught:** Every year.

**Prerequisite:** THE 353 and permission of instructor.

**Credit:** 1 hour; repeatable for maximum of 4 hours.

### **THE 396: Special Topics in Theatre.**

**Goal:** To develop an in-depth knowledge of a specialized topic within the theatre arts: a particular playwright, genre, theme, period in theatre history, or technical discipline.

**Content:** Varies.

**Taught:** Alternate years.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **THE 430: Senior Integrative Experience.**

**Goal:** To teach students to integrate varied and interdisciplinary experiences in theatre.

**Content:** Capstone interdisciplinary seminar for Bachelor of Arts candidates in theatre. Through readings, writings, discussions, and oral presentations on various topics, students connect the creation and production of theatre forms with theoretical perspectives and experiences outside of the theatre arts. Each student creates a personal artistic statement, a resume, a creative project, and an interdisciplinary critical thinking research paper.

**Taught:** Annually.

**Prerequisites:** Fulfillment of all course requirements for the theatre major through junior level.

**Credit:** 3 hours.

### **THE 451: Directed Independent Study.**

**Goal:** To teach the student critical thinking and research or to develop a creative project.

**Content:** To be determined by the specific nature of the proposed project. Student-proposed topic to be studied in depth, subject to approval by the instructor. Student and instructor determine specific content.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of instructor and approval of program director.

**Credit:** 1-6 hours.

#### **THE 452/199: Field Study.**

**Goal:** To provide students with practical experience in the theatre arts through an internship or independent project.

**Content:** To be determined by the nature of the specific project. May gain credit for theatre production experience during the summer months, or in such places as special education schools, off-campus theatre classes, or local theatres during the school year.

**Taught:** Fall, Spring, Summer.

**Prerequisites:** Permission of the faculty sponsor and the program director.

**Credit:** 1-12 hours.

**THE 499: Honors Thesis.** (Fee required).

## **Travel-Study**

In order to enhance the academic experiences of students through study abroad, interdisciplinary seminars are offered in all divisions of the College. Every hour of experiential credit equals 48 contact hours. Cumulative limit is 12 credit hours for all Travel-Study courses.

### **Travel-Study (TRA) Course Descriptions**

#### **TRA 200: Travel/Study Experience.**

**Goals:** To enable students participating in Wesleyan's faculty-led Travel/Study programs to explore important themes and issues in specific areas of knowledge.

**Content:** Topics, texts, and assignments will vary depending on the travel destination.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of Instructor; Payment of all fees related to the course and to travel prior to the end of the Drop/Take period.

**Credit:** Variable, 1 - 3 hours.

#### **TRA 240: Travel Study Seminar in Fine Arts.**

#### **TRA 242: Travel Study Seminar in Humanities.**

#### **TRA 244: Travel Study Seminar in Science and Mathematics.**

#### **TRA 246: Travel Study Seminar in Social and Behavioral Sciences and Professional Studies.**

**Goals:** To enable students participating in Wesleyan's faculty-led Study Abroad programs to explore important themes and issues in specific areas of knowledge related to our diverse and interdependent world.

**Content:** Topics, texts, and assignments will vary from semester to semester.

**Taught:** Offered occasionally.

**Gen. Ed Category:** Synthesizing Perspectives: Diverse and Interdependent World

**Prerequisite:** Permission of Instructor; Payment of all fees related to the course and to travel prior to the end of the Drop/Take period.

**Credit:** Variable, 1 - 3 hours.

## Visual Studies

Visual studies is an interdisciplinary approach to art history that can incorporate philosophy, psychology, literary studies, communication, and art and design to gain a deeper understanding of our histories and cultures of seeing and how the visual experience constructs power, cultural beliefs, and values. This minor is appropriate for students who are interested in art history and culture studies, curatorial/museum studies, art theory, art therapy, and film studies.

The Visual Studies minor involves lecture/discussion, hands on and fieldwork, photography, and a wide range of electives providing the student the opportunity to craft the minor to fit their individual interests and engage in the interdisciplinary and analytical nature of Visual Studies in line with the educational goals of the liberal and fine arts.

The student learning outcomes for the minor in Visual Studies are:

- I. Develop an awareness of major stylistic and aesthetic developments in areas of visual culture and art history around the world;
- II. Formally analyze a visual image from art or visual media using cultural, political, or aesthetic lenses;
- III. Articulate how interdisciplinary approaches to visual studies shape our understanding of art, artifacts, and visual culture, or social impact.

Minor Requirements: A minor in Visual Studies requires 21 hours of course work from the following:

### **Core Requirements** (12 hrs)

ARH 126: The Critical Eye  
ART 275: Digital Photography  
ARH 220: Visual and Curatorial studies  
ARH 354: Issues in Contemporary Art

### **Electives** (9 hrs)

*At least one course at 300 level (only one additional ARH can be chosen)*

ARH 230: Masterpiece  
ARH 396: Special Topics

ART 106 Understanding Images  
ART 110: Art/Design from Nature  
ART 225: Graphic Design  
ART 260: Introduction to Jewelry  
ART 280: Video  
ART 345 Web Design

COM 214: Relational Communication  
COM 215 Introduction to Media Studies  
COM 216: Intercultural Communication  
COM 305: Mediating Genders  
HUM 250: Technology & Society

ENG 111: Analyzing Literature  
ENG 161: Creative Writing  
ENG 210: Introduction to Literary Criticism  
ENG 221: Readings in Race, Class, and Gender.  
ENG 300: Literature and Film  
ENG 302: Digital Culture

PHI 101: Introduction to Philosophy  
PHI 210: Readings in Philosophy  
PHI 223: Ethics  
PHI 309: From Modern to Postmodern  
PHI 355: Seminar in Gender and Philosophy

PSY 101: General Psychology  
PSY 201: Psychology of Human Sexuality  
PSY 203: Social Psychology (*PSY 101 pre req*)  
PSY 301: Psychology of Gender (*PSY 101 or WST 200 pre req*)  
PSY 310: Cognitive Psychology (*PSY 101 pre req*)  
PSY 365: Community Psychology (*PSY 365 pre req*)

## Wesleyan Integrative Seminar Experiences (WISe)

WISe 101 is an interdisciplinary seminar that introduces students to academic life at Wesleyan. The focus is on fundamental academic skills, especially writing and critical thinking. It models Wesleyan's diverse and challenging academic community, asks students to understand the value of a Wesleyan education for them, and helps students make the transition to college. In WISe 101, students learn from faculty; they also teach each other - exploring divergent perspectives and deepening meaning in discussion, and working together to solve problems. Traditional, first year students take this seminar in their first semester of college. The instructor of each WISe 101 section is ordinarily the academic advisor for the student's first semester.

WISe 301 will satisfy the requirement for a synthesizing perspectives course in the general education program.

### Wesleyan Integrative Seminar (WIS) Course Descriptions

#### **WIS 100: Pioneering Approaches to Thinking.**

**Goal:** Pioneering Approaches to THinking (PATH) begins with an intense week-long enrichment program that presents college success information at the very beginning of a student's college career. A summer-bridge week is followed by several meetings throughout the semester to provide ongoing support for students in a critical transition time. The goal is to provide a foundation and ongoing assistance for general college success.

**Content:** The course includes interactive sessions that will help students learn and enhance skills, give them an opportunity to practice these skills in a low risk environment, and reflect on their experiences.

**Taught:** Fall.

**Prerequisite:** The Admissions Committee will select students to participate in this program based on anticipated college preparedness. If additional seats are available, students may apply.

**Credit:** 1 hour. CR/NC.

#### **WIS 101: Wesleyan Integrative Seminar Experience.**

**Goal:** To teach writing and critical thinking skills fundamental to success in college, to help students make a successful transition to college, to show students the nature and value of a Wesleyan education, to have students understand what they want from college and how to get it, to give students skills to effectively communicate their ideas and beliefs and to learn from the ideas and beliefs of others.

**Content:** Academic writing, active reading and analysis of texts, synthesis of ideas, collaborative learning, student-facilitated discussions.

**Taught:** Fall.

**Corequisite:** WISe 110 Leadership Lab.

**Gen. Ed. Category:** Foundation Building.

**Credit:** 3 hours. See General Education section of this Catalogue for regulations governing enrollment in WIS 101.

#### **WIS 110: WISe Leadership Lab.**

**Goal:** The WISe Leadership Lab is designed to empower new first year students to develop and apply their leadership skills to better understand what their educational goals are and how those goals can be achieved.

**Content:** Students will gain skills in individual efficacy and learn more about campus resources through experiential learning opportunities.

**Taught:** Fall.

**Credit:** 1 hour.

#### **WIS 199: WISe Peer Mentorship.**

**Goal:** Peer mentors are selected by WISe faculty to assist in the teaching of WISe 101. Peer mentors serve as liaisons

between faculty and students, help students succeed in WISe 101, and contribute to the classes they attend.

**Content:** Peer mentors attend class twice a week and work with their individual instructor to assist in the class. They can participate in and may lead classroom discussions. They also help coach the IF process of discussion in class. The peer mentors will work with their individual instructors. The instructors will report their work to the Director of WISe (a faculty position), who will administrate WIS 199.

**Prerequisite:** Selection by WISe faculty.

**Credit:** 2 hours. CR/NC; May be repeated one time for a maximum of 4 credit hours.

### **WIS 201: Wesleyan Integrative Seminar Experience GU/WC.**

**Goal:** To teach writing and critical thinking skills fundamental to success in college, to help students make a successful transition to the American college experience, to show students the nature and value of a Wesleyan education, to have students understand what they want from their American college experience and how to get it, to give students skills to effectively communicate their ideas and beliefs and to learn from the ideas and beliefs of others. This course is designed for Guangzhou University/Wesleyan College dual-degree students. As such, it will focus particularly on skills in spoken and written English and on the cultural transition from Guangzhou University to Wesleyan College.

**Content:** Academic writing, active reading and analysis of texts, synthesis of ideas, collaborative learning, student-facilitated discussions.

**Taught:** Summer.

**Gen. Ed. Category:** Foundation Building.

**Credit:** 3 hours. See General Education section of this Catalogue for regulations governing enrollment in WIS 201.

### **WIS 301: Wesleyan Liberal Arts Seminar.**

**Goal:** While the topics vary, all seminars share the common goals of stimulating thought; emphasizing values; transcending disciplinary specialization; modeling interdisciplinary thinking and scholarship; and developing the habits, skills, and patterns of mind that foster a sustained passion for learning.

**Content:** The Wesleyan Liberal Arts Seminar is a Synthesizing option within the general education program. Each seminar is designed and taught by two faculty members from different disciplines. In this class, students will: 1) Identify relationships among different disciplines; 2) Synthesize ideas and knowledge; 3) Acquire a broader view of a topic by approaching it from different perspectives.

**Taught:** Annually.

**Prerequisites:** Successful completion of WIS 101 or ENG 101 and one Exploring general education course.

**Gen. Ed. Category:** Synthesizing Perspectives.

**Credit :** 3 hours.

## **Women, Gender, & Sexuality**

The Women, Gender, & Sexuality program provides students with the opportunity to recognize the many ways in which our lives are shaped and limited by a variety of cultural constructions and circumstances. Grounded in diverse perspectives of feminism and intersectionality and queer scholarship, the program works to empower students to challenge such limitations through critical examination, theoretical analysis, and engaged activism. The program focuses on how social norms and the related assumptions have developed and changed over time, how they vary with different cultures, and how they position individuals and groups with specific social standpoints, locations, and power. Many courses examine and interrogate how such norms function in society thereby shaping feminine, masculine, transgender, and non-binary gendering, and the many sexualities across the spectrum in their myriad identities, expressions, and lived experiences.

The Women, Gender, and Sexuality program is interdisciplinary with a broad range of offerings, allowing students to choose from its courses to examine both current and historical experiences of individuals through a variety of lenses, to analyze institutional sources of power and representational texts, to study the work of important figures, and to learn the philosophical and methodological approaches in different academic disciplines. The program offers a comprehensive and inclusive variety of coursework so that students learn about the different social constructions, privileges, oppressions, and intersections of sex, gender, sexuality, ethnicity, nationality, religion, social economic status, ability/disability, etc. The goal is to see the distinct identity standpoint of each individual/group within the specific and particular socio-cultural-historical era, and how that affects the power, equity, and access for individuals and communities on personal, relational, and

institutional levels. The Women, Gender, and Sexuality program has three areas of focus for our students in their coursework and success: academic excellence, intersectional dynamics, and empowerment.

### **Student Learning Outcomes**

The student learning outcomes for the Women, Gender, and Sexuality major are as follows:

- I. The student shall demonstrate an awareness of the value and impact of intersectionality dynamics.
- II. The student shall demonstrate an understanding of the past and present status of women in a variety cultural contexts.
- III. The student shall examine the impact of gender on individual and institutional levels of social position.
- IV. The student shall examine different identities and lived experiences in the spectrum of sexuality and their related cultural power.
- V. The student shall produce a theoretically grounded scholarly, activist, or creative work.

### **Major Requirements: Women, Gender, and Sexuality.**

A major in Women, Gender, and Sexuality consists of a minimum of 37 hours and is distributed as follows:

#### Required WGS courses (10 hours):

- WGS 200 Women's Movements of the United States 3 hours
- WGS 250 Global Feminisms 3 hours
- WGS 338 Identity, Power, & Culture 3 hours
- WGS 401 Senior Seminar 1 hour

#### Chosen Interdisciplinary Courses (27 hours):

*Students must take nine additional courses, at least three of which must be at the 300 level.*

- LED 207 Effective Leadership in Community 3 hours
- WST/PSY 201 Psychology of Human Sexuality 3 hours
- WST/BUS/ECO 210 Women and Economic Development 3 hours
- PHI 210 Readings in Philosophy (when topic is WGS-centered) 3 hours
- WST/REL 213 Religion and Gender 3 hours
- WST/MUS 215 Women, Music, and Culture 3 hours
- ENG 221 Race, Class, and Gender 3 hours
- WST/POL 225 Women and Politics 3 hours
- WST/HIS 267 Women in World History 3 hours
- REL 290 Readings in Religious Studies (when topic is WGS-centered) 3 hours
- ENG 300 Literature and Film 3 hours
- WGS/COM 305 Mediating Genders 3 hours
- LED 307 Power and Service Leadership 3 hours
- WST/PSY 301 Psychology of Gender 3 hours
- WST/THE 328 Women, Culture, and Theatre 3 hours
- WST/ARH 354 Art History III: 20th Century to Contemporary 3 hours
- WST/PHI 355 Seminar in Gender and Philosophy 3 hours
- WST/HIS 377 Seminar in Women's History 3 hours
- WST 396 Special Topics/Cross-Listed 3 hours
- WST 451 Directed Independent Study 1–3 hours
- WST 452 Field Study/Internship 1–3 hours

**Professional Development:** Throughout their Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional

success. Each student will complete PDE 400 Professional Development Experience and PDE 401 Professional Practice Seminar.

In addition, a Women, Gender, and Sexuality major may choose to fulfill the professional development requirement through an internship or field study taken as WST 452. It may take the form of volunteer or advocacy work, production of a creative project, or other comparable work experience approved by the Women, Gender, and Sexuality program chair. The student will be monitored by their advisor during their workplace experience and will submit a reflective summary at its conclusion.

**Integrative Experience.** Women, Gender, and Sexuality majors will be encouraged to begin broadly, taking courses in a variety of fields as well as introductory classes in Women, Gender, and Sexuality and feminist methodologies. As they move through the program, they will be encouraged to tailor their course of study to meet their own research interests, taking an additional research methods course in their chosen discipline along with upper-level Women, Gender, and Sexuality courses that are relevant to their field. Through this coursework, they will learn to position themselves as a critical specialist on gender and its representations and intersections in their particular area of interest, and, finally, prepare their scholarship for both the Wesleyan community and a larger professional audience. In WGS 401 offered during the spring of the major's senior year, they will work with their fellow classmates and instructor to complete a scholarly project. As the student is completing their interdisciplinary course of study conducted through the lens of focused feminist methodology, this seminar provides them with individual guidance to shape their senior research project, which they may present in the spring symposium and eventually refine for a professional audience.

**Minor Requirements: Women, Gender, and Sexuality.** The Women, Gender, and Sexuality minor provides students with a basic foundation of the issues, theories, and methods dealt within the discipline. Students will be encouraged to connect with Women, Gender, and Sexuality majors, faculty, and the community through participation in the various courses, events, and the yearly spring symposium.

A minor in Women, Gender, and Sexuality consists of a minimum of 18 hours and is distributed as follows:

- WGS 200 Women's Movements of the United States 3 hours
- WGS 250 Global Feminisms 3 hours
- WGS 338 Identity, Power, & Culture 3 hours
- Choose three additional elective courses (9 hours)
  - *At least one of the chosen courses must be WST cross-listed.*
  - *At least one of the chosen courses must be at the 300 level.*

**Resources for Non-Majors.** We welcome all students to join our classes; Women, Gender, and Sexuality courses offer a theoretical and experiential understanding of how women live in and are understood by our societies. This would be an excellent opportunity to make interdisciplinary connections through critical engagement and practical application. As most of our majors double with another, Women, Gender, and Sexuality courses complement most, if not all, majors on campus. Consider courses in the program (or perhaps a minor or double major) to enhance your own discipline and your life as a woman in this world.

**Postgraduate Opportunities.** This major will prepare students for a wide variety of professional opportunities, including advocacy, art, business, communication, counseling, education, government, health care, the humanities, law, media, not-for-profit work, social justice, and social service. The Women, Gender, and Sexuality degree is also excellent preparation for graduate education in humanities, law, and social science fields.

### **Women, Gender, and Sexuality (WGS) Course Descriptions**

#### **WGS 200: Women's Movements of the United States.**

**Goal:** To explore in an interdisciplinary and historical context the wide range of social and cultural issues and the associated activism which has affected women's experiences, value, and status focused on US societal contexts. (Note: United States emphasis.)

**Content:** This course will center on the early women's movements (1800s-mid-1900s), examining the important issues of concern and making connections to those experienced today. Topics to be explored may include gender roles and images in history, language, literature, news, media, religion, art, and science; sexuality, family, reproduction, and parenthood; work, employment, and the economics; law, rights, government, and politics; past feminist movements. Methods include



cross disciplinary and cross-cultural study of women's lives, intersectional gender analysis, and questioning the role that gender plays in an individual's lived experience and a community's position in society. (Note: You may not take WGS 200 if you have taken WST 200: Women, Culture, & Society.)

**Taught:** Spring.

**Prerequisite(s):** None.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena (HUM).

**Credit:** 3 hours.

### **WST 201: Psychology of Human Sexuality.**

**Goal:** To explore biological, psychological, interpersonal and sociocultural aspects of human sexuality.

**Content:** Issues surrounding multiple and often contradictory elements that shape sexual attitudes and behaviors.

**Taught:** Spring.

**Credit:** 3 hours; cross-listed as PSY 201.

### **WST 210: Women and Economic Development.**

**Goal:** To study the impact of economic change on women by analyzing how age, sex and race hierarchies modify changes in women's roles in different societies of Asia, Africa and Latin America.

**Content:** This course will focus on the effects of economic growth on the socioeconomic status of women. Most importantly, students will study the means by which patriarchy has persisted in various parts of Africa, Asia and Latin America by redefining itself, even as economies have modernized.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (PS).

**Credit:** 3 hours; cross-listed as BUS 210 and ECO 210.

### **WST 213: Gender and Religion.**

**Goal:** To engage students in the critical reading and assessment of significant religious and theological works concerning how gender impacts the practices of religion in society and how religion impacts individual and societal understanding of gender and gender roles.

**Content:** Students will examine in detail the approach to gender and gender roles undertaken by a diversity of religions, religious practitioners, theologians, and theorists of religion. The impact of gender on issues such as ethical formation, religious authority, the nature of human existence, and conceptions of the holy will be explored.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (HUM).

**Credit:** 3 hours; cross-listed as REL 213.

### **WST 215: Women, Music, and Culture.**

**Goal:** To challenge students to engage actively and to think critically about women's roles and the power of perspective in historical narrative. Students will learn how to listen and analyze a number of musical styles and genres, as well as consider issues such as gender and control in music and how women are perceived cross-culturally.

**Content:** This course will examine the contributions of women involved in the world of music, including composers, producers, consumers, performers, and educators. The course will cover the major historical music periods as well as a number of popular and world music styles.

**Taught:** Regularly.

**Gen Ed. Category:** Synthesizing Perspectives, Women's Experiences (FA).

**Credit:** 3 hours; cross-listed as MUS 215.

### **WST 225: Women and Politics.**

**Goals:** To examine the status of women in today's political world from a global perspective, and to understand how women's experiences are shaped by historical, political, and societal factors.

**Content:** The course examines the extent to which women have participated and achieved representation in the political arena, and with what impact; analyzes how public policy affects women's lives; and evaluates critical political and social issues that women face in today's global world.

**Taught:** Spring.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (SBS).

**Credit:** 3 hours; cross-listed as POL 225.

**WGS 250: Global Feminisms.**

**Goal:** To enhance understanding of the socio-cultural differences and similarities among women situated in particular patriarchies. (Note: Non-Western emphasis.)

**Content:** Through an intersectional, theoretical focus on gender, race, ethnicity, religion, sexuality, social economic class, (dis)ability, etc., students will explore the historical root systems, institutional structures, and lived experiences of a diversity of girls and women around the world. (Note: You may not take WGS 250 if you have taken WST 250: Cross-Cultural Perspectives of Women.)

**Taught:** Alternate years.

**Prerequisite(s):** None.

**Gen. Ed. Category:** Synthesizing Perspectives; Diverse and Interdependent World (HUM).

**Credit:** 3 hours.

**WST 267: Women in World History.**

**Goal:** To provide students with an introduction to the role of women in world history and to have students read critically from a variety of primary and secondary sources on topics related to women's changing role in different cultures.

**Content:** Using the experience of women as the unifying theme, this course will take a comparative approach to different civilizations from the ancient, medieval, early modern, and modern periods around the world.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (SBS).

**Credit:** 3 hours; cross-listed as HIS 267.

**WST 301: Psychology of Gender.**

**Goal:** To further students' understanding of psychological knowledge as it applies to women and gender issues.

**Content:** Exploration of the manner in which psychology provides a unique perspective on the study of gender with emphasis on research methodologies, empirical findings, theory, and current and historical controversies.

**Taught:** Spring.

**Prerequisites:** PSY 101 or WST 200.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (SBS).

**Credit:** 3 hours; cross-listed as PSY 301.

**WGS 305: Mediating Genders.**

**Goal:** To analyze mediated representations of gender from critical cultural and feminist theoretical perspectives.

**Content:** An advanced focus on media representations, this course will take an intersectional approach to understand the cross-influence & perception of gender expectations that intersect with other identities. Topics would include representations of race, queer identities, ages, (dis)abilities, nationalities, etc., violence in the media, stereotypes & tropes, etc. in a variety of media platforms.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (HUM).

**Credit:** 3 hours; cross-listed as COM 305.

**WST 328: Women, Culture, and Theatre.**

**Goal:** Learn to perceive and respond thoughtfully, in oral and written form, to issues of gender and culture in theatre.

**Content:** Students will gain the tools to analyze, discuss, and write about plays, performances, and production work by women from various cultures, and how women have altered the nature of theatre, particularly within the past thirty years. Students will engage with issues of class, ethnicity, and the social construction of gender identity.

**Taught:** Alternate years.

**Prerequisites:** None.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (FA).

**Credit:** 3 hours; cross-listed as THE 328.

**WGS 338: Identity, Power, & Culture.**

**Goal:** To analyze societal position, ideology and dynamics from critical cultural and feminist theoretical perspectives.

**Content:** This course will focus on cultural, rhetorical discourses in the United States with a feminist, intersectional approach. Working through contemporary conversations & controversies with an eye to past positionality & knowledge creation, topics will include critical theory, the social construction of reality, race, class, queer, & citizen/immigrant identities as historical sites of oppression, & US ideology, narratives, & social change.

**Taught:** Alternate years.

**Prerequisites:** COM 214, COM 215, COM 216, WGS 200, or WGS 250. Or permission of instructor.

**Credit:** 3 hours; cross-listed as COM 338.

**WST 354: Art History III: 20th Century to Contemporary.**

**Goal:** To acquire an in-depth understanding of the art of our own time from the beginning of the twentieth century to the present through the eyes and hands of women artists. To acquire a familiarity with contemporary issues facing women in the 20th and 21st centuries through the study of art. To interpret the art of women as a revelation of the soul and expression of deep feelings as well as a commentary on feminist issues.

**Content:** Study of the global art of women in the 20th and 21st centuries.

**Taught:** Annually.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (FA).

**Credit:** 3 hours; cross-listed as ARH 354.

**WST 355: Seminar in Gender and Philosophy.**

**Goal:** To engage students in the critical reading and assessment of significant philosophical works concerning how gender impacts the practices of philosophy and society.

**Content:** Students will examine in detail the philosophical ideas of a particular philosopher, school of philosophy, or philosophical trend that concerns the impact of gender on issues such as views of reality, theories of knowledge, and the nature of human existence and society.

**Taught:** Alternate years.

**Gen Ed. Credit:** Synthesizing Perspectives; Women's Experiences (HUM).

**Credit:** 3 hours; cross-listed as PHI 355.

**WST 377: Seminar in Women's History.**

**Goal:** To provide students with an in-depth exploration of a variety of important primary and secondary texts in women's history, and to teach students to engage competently in discussions of historical writing about women and gender.

**Content:** This course provides students with an in-depth examination of a particular theme, period, or region in women's history with emphasis on the variety of historical scholarship on that topic. The focus of each seminar will vary. Topics might include the history of motherhood, the history of sex workers, or the history of women entrepreneurs.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing Perspectives; Women's Experiences (SBS).

**Credit:** 3 hours; cross-listed as HIS 377. This course may be repeated one time with a different topic for a maximum of six credits.

**WST 396: Special Topics in Women's Studies.**

**Goal:** To offer the student opportunities to pursue Women's Studies in specific areas outside the regularly scheduled courses.

**Content:** An examination of the role of women and/or women's issues in a particular area of study.

**Taught:** As needed.

**Prerequisites:** None, or if cross-listed with another course, the prerequisite(s) of that course will apply.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**WGS 401: Senior Seminar.**

**Goal:** Provides an integrative capstone experience for majors, allowing them to develop and share significant independent projects in a workshop setting.

**Content:** This course encourages students to apply their accumulated knowledge and make connections among the various parts of their course of study in Women, Gender, and Sexuality and throughout their liberal arts education. Student workshops will be facilitated by the WGS faculty, and independent research and writing will be conducted; some projects may need consultation with a chosen advisor. Content may vary from year to year.

**Taught:** Annually.

**Prerequisites:** Senior standing and successful completion of WGS 200, WGS 250, and one 300-level WGS course, or permission of instructor.

**Credit:** 1 hour.

**WST 451: Directed Independent Study.**

**Goal:** To allow students to pursue particular interests in Women's Studies in addition to those covered in other courses.

**Content:** Varies according to interest of the student; to be agreed upon by student and professor and approved by the Women's Studies Program Chair.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of program director and instructor.

**Credit:** 1-6 hours.

**WST 452/199: Field Study/Internship**

**Goal:** To provide students with an opportunity to gain experience and apply their learned skills in a practical, professional setting that can be explored through creative, vocational, and/or academic venues.

**Content:** Varies with student and her chosen advisor.

**Taught:** Fall, Spring, Summer.

**Prerequisites:** Permission of program director and advisor.

**Credit:** 1-12 hours.

**WST 499: Honors Thesis.** (Fee required).

## Writing

Wesleyan's general education curriculum and major curricula require students to write lucidly, logically, and correctly. To enhance student writing, Wesleyan offers WRI 100 (Writing for Nonnative English Speakers) or WRI 101 (Fundamentals of College Writing), courses required of all students who do not demonstrate proficiency in writing when they enter Wesleyan. The Department of English offers additional college-level writing courses which students may take to enhance their writing.

### Writing (WRI) Course Descriptions

**WRI 100: Writing for Nonnative English Speakers.**

**Goal:** To improve the fluency in English of non-native speakers through the study and practice of the processes, rhetorical modes, and conventions of the language expected in an American college setting.

**Content:** This course addresses challenges faced by non-native speakers as they apply the principles of good writing in a variety of assignments. Such principles include paying attention to the process of writing (prewriting, planning, drafting, seeking feedback, revising, and editing) and accommodating readers' expectations for content and style. In particular, the course encourages writers to marshal evidence in support of a thesis while acknowledging opposing viewpoints.

**Taught:** Fall.

**Credit:** 3 hours.

**WRI 101: Fundamentals of College Writing.**

**Goal:** To produce confident and capable readers and writers. To introduce students to the rigors of college-level reading and writing. To introduce students to the processes, rhetorical modes, and conventions of research-based argumentative writing.

**Content:** This course enhances writing skills by asking students to apply the principles of good writing in a variety of assignments. Such principles include paying attention to the process of writing (prewriting, planning, drafting, seeking feedback, revising, and editing) and accommodating readers' expectations for content and style. In particular, the course encourages writers to marshal evidence in support of a thesis while acknowledging opposing viewpoints.

**Taught:** Fall, Spring.

**Credit:** 3 hours.

# Tuition and Fees

## **Financial Information - Student Accounts**

Student billing and other financial services are managed by the Business Office, located in Tate Hall. Regular office hours are 8:30 am – 5:00 pm Monday – Friday (summer hours may vary). The Business Office can be contacted at 478-757-5120 or at [businessoffice@wesleyancollege.edu](mailto:businessoffice@wesleyancollege.edu).

The following information is organized in four sections:

1. Tuition and Fees
2. Billing and Payments
3. Refunds
4. Other Financial Information

## **TUITION AND FEES**

### **Enrollment Deposit**

After admission (or readmission) to the College, day program students must secure their spot with an enrollment deposit of \$200 for commuter students or \$300 for residential students. Enrollment deposit payments help offset the overall cost of student matriculation and are not applied to individual student accounts. The enrollment deposit is non-refundable after May 1st.

### **Nursing Program Deposit**

Students who have been admitted to the nursing program are required to pay a \$200 *non-refundable* nursing deposit which will be applied as a credit on their bill upon successful matriculation into the program.

Nursing students who wish to live on-campus for the first time must pay a \$100 residential fee in addition to the nursing deposit. This fee is non-refundable after the first day of classes.

### **Tuition and Required Fee Rates**

Tuition and institutional fee rates are set by the Wesleyan College Board of Trustees each year. Rates are subject to increase on an annual basis, though every effort is made to keep pricing as low as possible while continuing to employ quality faculty and provide solid student services. Institutional fees are required to help support access to services, technology, and programs available to Wesleyan students. Fee rates are not tailored or adjusted based on service usage.

Some or all instruction for all or part of the academic year 2020-2021 may be delivered remotely. Tuition and institutional fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely for any part of the academic year.

#### **Full-Time Day (12-18 credit hours):**

- Tuition: \$23,990 per academic year
- Institutional fees: \$1,200 per academic year
- Nursing program fees (in addition to institutional fees): \$2,000 per academic year

#### **Part-Time Day (1-11 credit hours):**

- Tuition: \$570 per credit hour
- Institutional Fees: \$48 per credit hour
- Nursing program fees (in addition to institutional fees): As adjusted by Nursing Department

**Per Credit Hour Rates:**

- Day Program – Summer: \$485
- Dual Enrollment Program: \$250
- Online Program: \$448
- Online Program (GEICO MOU): \$350
- Online College Consortium: \$200\*
- Transient: \$200

*\* Regular Wesleyan tuition rates apply for Wesleyan students taking online College Consortium classes at outside institutions.*

**Room and Board**

Room and board charges include the cost of campus housing and all meals for residential students during the fall and spring semesters. Rates are all-inclusive and not adjusted based on actual meal consumption.

**Residence Hall - Double Occupancy:**

- \$10,365 per academic year
- \$5,182.50 per semester (non-refundable after drop/add period)
- Includes 19 meals per week

**Residence Hall - Private Room:**

- \$11,415 per academic year
- \$5,707.50 per semester (non-refundable after drop/add period)
- Includes 19 meals per week

**Apartments:**

- \$11,465 per academic year
- \$5,732.50 per semester (non-refundable after drop/add period)
- Includes 10 meals per week

Commuter students may purchase meals on a per-meal basis or in blocks directly from the College's dining services provider.

Additional charges may apply for housing and/or meals during breaks or summer terms.

**Mandatory Health Insurance**

Health insurance is required for all full-time day students. Enrollment in the College's student health insurance plan is automatic and the full charge for coverage will show each year on the initial fall semester bill.

Students who already have valid health insurance coverage may submit a waiver for participation in the student health insurance program. The waiver application process is managed by the Office of Student Affairs. Upon approval, the health insurance charge will be reversed from the student's bill and no payment will be required. Students who do not successfully complete the waiver application process will be required to pay the full insurance cost.

**Course Fees**

Certain academic departments may charge a fee for courses requiring extra materials or services of instruction. These include program fees, lab fees, testing fees, and/or travel fees as applicable. Fee rates are set by faculty and managed through the Office of Academic Affairs. A list of course fees is available on WesPortal.

## **Graduation Fee**

A one-time \$150 graduation fee is assessed to all students in or near their final term. This fee is required whether or not a student elects to participate in graduation activities. The graduation fee does not cover the cost of regalia. Regalia is available for separate purchase through the Campus Store.

All financial obligations to the College must be paid in full in order for a student to be cleared for graduation. No student who owes an outstanding balance of any amount will be permitted to participate in the commencement ceremony. No degree will be conferred to any student who owes an outstanding balance of any amount to the College. Degrees held due to financial obligations will be conferred in the next commencement ceremony after all obligations to the College have been met.

## **Other Student Fees (as applicable) \***

1098-T copy: \$10

Applied music lessons: \$350 - \$500

Audit fee: \$450

Career/life assessment fee: \$125

Course challenge fee: \$570

Diploma replacement fee: \$75

Equestrian team fee: \$600

Late payment fee: \$75

Late registration fee: \$25

Leave of absence: \$570

Overload fee: \$570 per credit hour above 18 credits

Student ID replacement: \$10

Student ID + key badge replacement: \$15

Study abroad (non-direct exchange): \$500

Thesis binding: \$25

Transcript copy (in house, paper delivery): \$12

Transcript copy (online, electronic delivery): \$5.50

W-2 copy: \$10

*\* As circumstances arise, Wesleyan College reserves the right to assess additional fees (including fines and penalties) that are not included in the list above.*

## **BILLING AND PAYMENTS**

### **Payment Policy**

Students are expected to meet all financial obligations when they are due. Wesleyan College reserves the right to withhold transcripts, diplomas, and other educational records, to deny readmission or to cancel the registration of any student who fails to meet financial obligations promptly. It is each student's responsibility to keep informed of all payment deadlines and financial requirements which are communicated primarily through Wesleyan College email and via WesPortal.

### **Parent/Guest Access to Student Financial Records**

In accordance with The Family Educational Rights and Privacy Act of 1974, as amended (FERPA), the Business Office is prohibited from discussing a student's specific financial information with a parent, relative, or other party without the express written consent of the student -- even if the parent, relative, or other party is responsible for paying the student's account. A student can grant permission for a parent or guest to speak with the Business Office concerning specific account, billing and other financial information by completing a FERPA form (available through the Registrar's Office). A student may revoke this permission at any time.

### **Billing Process**

Billing typically begins in mid-July for the fall semester, in mid-November for the spring semester, and in early May for the summer terms. **No paper bills are mailed except in cases of significant delinquency.** In all other cases, billing notifications are sent only to Wesleyan College student email addresses.

After billing, students will have 24-hour access to their account statements on WesPortal. Students are responsible for checking their account balance, monitoring any changes in account activity, and ensuring payment by the due dates.

Charges are billed by semester. Financial aid awards are typically allocated between the two semesters (for example, a student who is awarded a \$6,000 scholarship can expect to receive \$3,000 in the fall and \$3,000 in the spring).

### **Payment Methods**

The Business Office accepts the following methods of payment:

- Cash, check, or credit card
- International wire transfer
- Financial aid awards
- Installment payments through enrollment in the College's third-party payment plan service
- Documented funding authorization by a third-party agency (i.e. employer reimbursement programs, military benefits, education savings plans, outside scholarships, etc.)
- **A combination of any of the above items sufficient to cover all charges**

Payments can be made in person by visiting Tate Hall. Payments by mail should be sent to the attention of the Business Office at the College's address. Online payments can be made via WesPortal.

### **Payment Deadlines**

Payment due dates are August 5th for the following fall semester and January 5th for the following spring semester. For summer terms, payment is due by the first day of classes. If a deadline falls on a weekend, payment is due the following business day. Charges resulting from actions taken *after* the payment deadline (e.g. registration for additional courses, enrollment in housing, etc.) are due at the time the charge is incurred.

Students who have not paid all outstanding charges in full by the payment deadline may be subject to a late fee of \$75. Students who have not paid by the close of business on the first day of classes may incur penalties including, but not limited to, additional late fees, network access suspension, or holds on registration for future terms.



In cases where outstanding balances are deemed unreasonably excessive, as determined by the Office of the Controller, students may be immediately removed from all registered courses.

### **Payment Plans**

Wesleyan contracts with a third party service to offer interest free monthly payment plans each semester. Payment plans require an initial setup fee and must be paid in full by the end of the semester.

Upon successful setup of a payment plan, the full plan amount will be applied in good faith to the student's Wesleyan account to reduce an outstanding balance. The account will remain in good standing as long as required payments are made to the plan provider. Delinquent payments may result in late fees or plan termination by the plan provider. A student can also request a voluntary cancellation of a payment plan.

If a plan is canceled or terminated, the full payment plan initially credited to the student's account will be adjusted to reflect the amount actually paid to the plan provider. Students are responsible for payment of any outstanding balance resulting from payment plan cancellation or termination.

### **Third Party Payments**

It is the student's responsibility to inform the Business Office each semester of any payments that will be sent by a third party, especially if payment is not expected to be received by the payment deadline. If the Business Office is required to invoice or provide other certifications to the third party in order to obtain payment, such action will only be taken in accordance with the conditions authorized by the third party and up to a student's cost of attendance.

In cases where a student has received a Wesleyan scholarship or grant and also qualifies for a third party payment designated solely for tuition, the Business Office will consult with the Financial Aid Office to determine if the Wesleyan scholarship or grant must be adjusted for the term(s) in which the student receives payments.

If the third party ultimately fails to send payment, students remain responsible for any outstanding balance due to the College.

### **Employer Reimbursement**

Students who are eligible for tuition reimbursement by an employer may contact the Business Office for assistance with obtaining any required documentation for participation in employer tuition reimbursement programs. In some cases, Wesleyan may permit students to defer payment for a term or other reasonable period until employer reimbursement funds are received. Should an employer fail to approve reimbursement, students remain responsible for payment of all outstanding charges.

## **REFUNDS**

Refunds are monies returned by the College to a student and/or to the financial aid source from which payment originated. The Business Office typically processes refunds once per week (pending no system downtime or conflicts such as holidays).

### **Credit Balances Guidelines**

The term "credit balance" refers to excess money left on a student's account after all charges have been paid. The Business office will issue refunds within 14 days of the date that a refund-eligible credit balance is generated. A refund-eligible credit balance does NOT include:

- Financial aid awards in a "pending" status
- Payment plans that are reflected in full on a student's account but that have not been actually paid in full to the plan provider

Credit balances are refunded to students via direct deposit. Students can complete a direct deposit form on WesPortal in order to provide required banking information.

## **Financial Aid Refunds**

All financial aid will remain in a “pending” status on a student’s account prior to the end of the drop/add period each term. **No financial aid refunds will be processed prior to the end of the drop/add period.** After the drop/add period, the Financial Aid Office will begin to disburse all aid for which a student is eligible.

If a student has not completed required documentation for a financial aid award, the award will remain in a “pending” status until the required documentation is submitted to the Financial Aid Office or the award is canceled. Students are responsible for payment of any outstanding balance resulting from a canceled financial aid award.

If a student is subsequently found to be ineligible for one or more financial aid awards after the funds have disbursed, these awards will be reversed from a student’s account and the student will be responsible for payment of any resulting balance.

If a credit balance results from the disbursement of financial aid funds, a refund will be issued to the student in accordance with credit balance guidelines.

## **Adding/Dropping Courses (During the Drop/Add Period)**

The drop/add period is a short period at the beginning of each term when students can make schedule changes by dropping and/or adding courses. Students should exercise caution in making changes to their overall course loads (i.e. part time to full-time, full-time to part-time, overloads, etc.) during the drop/add period. Changes to course loads could affect both tuition charges and eligibility for financial aid.

If new charges result from schedule changes made during the drop/add period, the student will be responsible for payment of any outstanding balance.

If a credit balance results from schedule changes made during the drop/add period, a refund will be issued to the student in accordance with the credit balance guidelines above.

## **Method of Instruction Changes**

Some or all instruction for all or part of the academic year 2020-2021 may be delivered remotely. Tuition and mandatory fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely for any part of the academic year.

## **Room and Board Charges (while still enrolled)**

All room and board charges are final after the drop/add period each semester and will not be refunded, in full or in part, in the event a room is unoccupied for a portion of the semester.

## **Withdrawing from a Course (After the Drop/Add Period)**

All course charges on a student’s account are final after the drop/add period. Students who withdraw from one or more courses after the drop/add period – but remain enrolled at Wesleyan – will not receive a refund of tuition for the withdrawn course(s).

## **Withdrawing from the College**

Students who wish to withdraw from the College entirely are strongly encouraged to speak with Business Office and Financial Aid Office staff about the potential financial implications for a full withdrawal. Depending upon the withdrawal date, the College may make the following adjustments to charges and/or financial aid:

**Reversal of Charges:** In the case of a full withdrawal from the College, no charges will be reversed after the second week of classes. During the first two weeks of classes, the following refund policy applies:

#### Withdrawal before first day of classes:

- Tuition refund – 100%
- Fee refund – 100%
- Room and board refund 100%

#### Withdrawal during the first week of classes:

- Tuition refund – 75%
- Fee refund – no refund issued
- Room and board refund – no refund issued

#### Withdrawal during the second week of classes:

- Tuition refund – 50%
- Fee refund – no refund issued
- Room and board refund – no refund issued

The administration may adjust institutional refund percentages in special circumstances evaluated on a case by case basis.

**Return of Unearned Federal Financial Aid Funds:** Federal regulations require a return of federal financial aid funds for students who withdraw from the College on or before completing 60% of the term. The portion of federal aid earned is calculated using a statutory pro rata return policy set forth by the United States Department of Education. Unearned federal aid must be removed from a student's account and returned to the government as prescribed by federal law.

**Return of other financial aid funds (if required):** Financial assistance received from state, institutional, or outside agencies will be returned to those sources in accordance with each originator's policy.

Students remain responsible for payment of all outstanding charges that may result from a full withdrawal from the College.

If a credit balance results from account adjustments made as a result of withdrawal from the College, a refund will be issued to the student in accordance with the credit balance guidelines above.

## **OTHER FINANCIAL INFORMATION**

### **1098-T Forms**

In accordance with IRS guidelines, the Business Office will issue a Form 1098-T for each enrolled student who pays "qualified educational expenses." Qualified expenses generally include tuition and required fees. 1098-T forms are mailed to the student's address of record by January 31st of each tax year.

The Business Office does not provide tax advice and students are encouraged to consult with their personal tax advisor about use of this form for income tax purposes.

### **Delinquent Accounts**

Wesleyan will submit past-due accounts for former students to an outside collection agency and use the full extent of the law to pursue collection of any delinquent account or defaulted institutional loan. The student will be responsible for all fees associated with the collection of this debt.

In accordance with Wesleyan's payment policy, students with past-due accounts or defaulted institutional loans are not eligible to receive an official transcript.

## Financial Aid

Wesleyan College is committed to making it financially feasible for any admitted student to attend. A qualified student who wishes to attend Wesleyan should not hesitate to apply because her resources cannot cover required fees. Wesleyan awards scholarships along with financial aid from federal, state, and institutional funds including grants, loans, scholarships, and student employment.

It is important that students apply as early as possible so that the necessary forms may be processed and the financial need of each applicant may be determined. Students are encouraged to apply online.

### Application Process:

1. Submit the Free Application for Federal Student Aid (FAFSA). This form is available online at <https://studentaid.gov/>. The FAFSA should be submitted to the Department of Education by priority date March 15.
2. Contact the Financial Aid Office at [financialaid@wesleyancollege.edu](mailto:financialaid@wesleyancollege.edu) or (478) 757-5205 for more information on sources of aid and financial aid document requirements.

**Transfer students.** Until transfer credits from their previous institutions are approved and accepted by the Registrar, students will be treated as incoming freshmen for the initial determination of aid eligibility.

**Graduate Students.** Students enrolled in graduate programs at Wesleyan College may contact the Financial Aid Office for financial assistance. Funds may be available through private, state, and federal programs for qualified students.

### Financial Aid Policies

An applicant for financial assistance must be a U.S. citizen or eligible non-citizen.

An applicant for financial assistance must be admitted as an eligible degree-seeking student to the College before financial assistance can be awarded.

In most instances, institutional financial assistance is granted only to students who enroll full-time (12 credits per semester), although assistance from certain federal and state programs may be available to those attending less than full-time.

Financial assistance is generally awarded for the two semesters (i.e., Fall and Spring) of the regular academic year. Students interested in the summer session(s) should discuss summer enrollment plans with the Financial Aid Office at least two weeks before summer term begins. Wesleyan scholarship and grant funds are not available for summer terms.

Students receiving scholarships from agencies outside of Wesleyan College are required to advise the Financial Aid Office. Some adjustment of the financial aid originally awarded may be necessary.

Students' financial aid awards will be automatically credited to their accounts after the Drop/Take period of each semester, provided all necessary paperwork is completed (with the exception of student work-study awards). Work-study awards are paid to the student after the student earns these funds.

Academic scholarships and other College awards are made to students who attend full-time (minimum 12 semester hours per term) as a day student. Following the initial semester award, College awards are renewable for seven additional semesters (fall and spring only), as long as the student continues to meet eligibility criteria.

**Policy on Satisfactory Academic Progress.** In accordance with the Higher Education Act of 1965, as amended, students must be making satisfactory academic progress to qualify for and continue to receive Title IV Federal financial aid. The satisfactory academic progress standards for federal financial aid recipients at Wesleyan are as follows:

## **Undergraduate Students**

**Qualitative component:** All students are expected to maintain the academic standards outlined by the Provost of the College. Students are expected to maintain a cumulative grade point average of 2.00. Students who fail to meet this requirement may be placed on financial aid probation or have their financial aid terminated.

A student receiving financial aid who is placed on academic exclusion will have her financial aid terminated. A financial aid applicant who was placed on academic probation at the end of her last semester of attendance risks eligibility for financial aid.

**Quantitative component:** In addition to maintaining the specified grade point average, a student must complete her degree within a maximum time frame and successfully complete minimum time frame and successfully complete a minimum percentage of hours each academic year.

- A student must successfully complete 66.67% of all courses attempted at Wesleyan. A course is considered "attempted" if the student was enrolled after the end of the Drop/Take period.
- For part-time students, satisfactory academic progress is defined as the successful completion of a minimum of 75% of the course work attempted during the regular academic year.
- The grades of A, B, C, D, or CR count as successful completion of a course. The grades of F, W, or I do not count as the successful completion of a course.
- At Wesleyan College the maximum time frame allowed is 150% of the number of semester hours required to earn the degree. For example, a student pursuing a degree which requires 120 semester hours, may not receive financial aid after attempting 180 hours.

A full-time student may receive financial aid for up to twelve semesters (six years) of full-time attendance as long as she is making satisfactory academic progress toward an undergraduate degree and meets all other eligibility requirements. Institutional financial assistance, as opposed to federal or state aid, is limited to eight semesters.

## **Graduate Students**

All graduate students are expected to maintain the academic standards set by the faculty and stated in the graduate sections of this Catalogue.

**Policy on Return of Title IV Funds.** Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds each day of class attendance. When a student who has received federal financial aid funds (Title IV Funds) ceases attendance before the end of the semester or period of enrollment, federal law requires Wesleyan to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the federal government. Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funding received. This calculation may have the effect of requiring the student to repay funds that have already been disbursed to the student. Aid recipients are required to meet with their financial aid counselor prior to making the decision to withdraw from school.

**Financial Aid Appeals.** Students have the right to appeal any financial aid decision. Appeals of decisions to suspend aid for any reason and information clarifying aid policies should be addressed to the Financial Aid Office no later than 30 days from the date of notification. All appeals should be submitted to the attention of the Director of Financial Aid.

## **Institutional Scholarships, Grants, and Loans**

**Wesleyan Scholarship Program.** Each year Wesleyan College offers academic, leadership, and performance art scholarships to academically deserving students. These awards are available on a competitive basis to outstanding incoming first-year and transfer Day students for education related expenses.

**Scholarship policy.** All merit scholarship or awards are renewable from year to year, provided the student is enrolled full-time (12 or more semester hours) as a day student at Wesleyan, maintains the required grade point average, and satisfies other stipulated conditions of her scholarship as identified in the Statement of Understanding which accompanies a scholarship offer. The Student Progress Committee meets each semester to review student scholarship eligibility. No

combination of scholarship and/or grant assistance offered by the College (federal, state, or institutional) can exceed a student's cost of attendance as determined by the Financial Aid Office.

No combination of institutional scholarship or grant assistance may exceed the cost of tuition and fees, and room and board. Scholarships and grants received from outside sources may be applied toward the cost of books and miscellaneous expenses provided aid from all sources does not exceed the student's calculated cost of attendance. Wesleyan reserves the right to reduce the amount of the award by the amount of such overpayment. Students may not receive more than one Wesleyan College Merit Scholarship. If a student is awarded a Merit Scholarship and/or award and at a later date is offered another one of higher value, she must decide which scholarship/award she will accept. Scholarship offers are contingent upon acceptance. Actual scholarship amounts may vary from published amounts based on availability of funds and combined total awards for individual students.

**Trustee Scholarship.** The Trustee Scholarship is awarded to incoming first-year students. The Trustee Scholarship is valued at \$15,000. A student may receive this scholarship for a maximum of eight semesters. Scholarship awards to transfer students may vary.

**Presidential Scholarship.** The Presidential Scholarship is awarded to incoming first-year students. The Presidential Scholarship is valued at \$14,000. A student may receive this scholarship for a maximum of eight semesters. Scholarship awards to transfer students may vary.

**Dean's Scholarship.** The Dean's Scholarship is awarded to incoming first-year students. The Presidential Scholarship is valued at \$13,000. A student may receive this scholarship for a maximum of eight semesters. Scholarship awards to transfer students may vary.

**Wesleyan Merit Scholarship.** The Wesleyan Merit Scholarship is awarded to incoming first-year students. The Presidential Scholarship is valued at \$12,000. A student may receive this scholarship for a maximum of eight semesters. Scholarship awards to transfer students may vary.

**Findlay Fellowship.** Two Findlay Fellowships are awarded each year to incoming first-year or transfer students. The Findlay Fellows program was founded by Cuyler and Gayle Findlay. These fellowships are designated for incoming students who intend to declare a major in either the humanities or social sciences and who demonstrate particular promise for intellectual inquiry. Candidates must complete a special scholarship application and attend one of the College's Scholarship Days. Findlay Fellows receive an annual scholarship valued at the equivalent of full-time Day tuition and are also eligible for up to \$500 annually toward funding research. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.40.

**Munroe Scholarship.** Two Munroe Scholarships are awarded each year to incoming first-year or transfer students with interests in the natural sciences and mathematics. Preference is given to students who demonstrate particular promise in scientific inquiry or research. Mrs. Julia M. Woodward, Mrs. Margaret Munroe Thrower, and Mrs. Mary Gray Cobey founded the Munroe Scholars Program. Candidates must complete a special application and attend one of the College's Scholarship Days. Munroe scholars receive an annual scholarship valued at the equivalent of full-time Day tuition and are also eligible for annual research funding. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative GPA of 3.30. Interested students should contact the Admission Office or Division of Natural Sciences and Mathematics for information.

**Lane Scholarship.** The Lane Scholars Program provides three scholarships annually to academically superior first year applicants for admission whose intended major is in the area of Fine Arts. Candidates must complete a special application and attend one of the College's Scholarship Days. Each scholarship recipient receives an annual scholarship valued at the equivalent of full-time Day tuition. This program is in honor of Linda H. Lane, an associate professor of music at Wesleyan; in addition, she was a friend, leader and benefactor to the College. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative GPA of 3.30.

**Mary Knox-McNeill Scholarship.** This is an annual scholarship for students who demonstrate outstanding academic achievement along with a commitment to faith and community service. Recipients must have a minimum GPA of 3.0 and an SAT score of at least 1000. For consideration, students must submit certification of church membership from their pastor and provide a letter of support from a service agency to document service activities. Preference will be given to

students from the Central Savannah River Area of Georgia and to students who are active members of the United Methodist Church. Two scholarships valued at the equivalent of full-time Day tuition will be awarded each year. The scholarship is renewable for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative GPA of 3.00. Candidates should plan to participate in Scholarship Day. Applications are available through the Office of Admission.

**Pitts Scholarship.** The Margaret Pitts Endowed Scholarship awards financial support to a Methodist woman who has held leadership positions in her church and school. Margaret Pitts was a devout Methodist who was generous with both her resources and time to Methodist causes throughout her long life. This scholarship has been established by and named for Margaret Pitts' parents. This scholarship is awarded to United Methodist students who demonstrate outstanding academic achievement and leadership along with a commitment to faith and community service. Recipients must have a minimum GPA of 3.0 and a SAT of 1000 or an ACT of 21. For consideration, students must submit certification of church membership from their pastor and provide a letter of support from a service agency to document service activities. Two scholarships valued at the equivalent of full-time Day tuition will be awarded each year. The scholarship is renewable for a maximum of eight semesters and the student maintains a 2.50 cumulative GPA. Candidates should plan to participate in Scholarship Day. Applications are available through the Office of Admissions.

**Peyton Anderson Scholarship.** This full tuition, room, and board scholarship recognizes outstanding female students from Georgia who are committed to becoming teachers in grades K-12 in a Central Georgia public school system. One-fifth of the scholarship is awarded as a loan that can be forgiven at 20 percent per year over a consecutive five-year period if the recipient is teaching within the designated Middle Georgia area (Bibb County and its contiguous counties). Eligible candidates must complete a scholarship application, and have a minimum of a 3.6 grade point average on a 4.0 scale and an 1100 SAT. One scholarship is awarded each year. Preference is given to applicants from Middle Georgia. The scholarship is renewable according to the stipulations cited in the scholarship statement of understanding.

**Corn Scholarship.** This tuition, room and board, and required fees scholarship recognizes graduates from any high school in Columbus, Georgia or the greater Chattahoochee area, with preference for students involved in Girls, Inc., or who are students at Brookstone School in Columbus, Georgia or The Heritage School in Newnan, Georgia. Eligible candidates must complete a scholarship application, a FAFSA application and have a GPA of 3.2 (3.0 if involved with Girls Inc.) to compete for this scholarship. Corn Scholarships are reduced by any federal or state grants eligible from the FAFSA. Outside scholarships can be stacked with the Corn Scholarship up to Cost of Attendance. Wesleyan College reserves the right to adjust institutional scholarships based on Cost of Attendance.

**Legacy Scholarship.** Daughters, granddaughters, step-daughters, sisters, step-sisters, sisters-in-law and nieces of Wesleyan alumnae are eligible for the Legacy Scholarship, valued at \$15,000.

**Methodist Scholarship Award.** This scholarship is awarded to all students who are active members of The United Methodist Church. If a student's United Methodist church agrees to give her a scholarship, Wesleyan College will use this award to match up to \$2,000 of that scholarship for each year it is awarded.

**United Methodist Scholarships.** The United Methodist General Board of Higher Education and Ministry and The United Methodist Higher Education Foundation award scholarships to United Methodist students attending Wesleyan. Scholarships range from \$500 to \$2,000 per year and are for one year only. Awards may be renewed based upon application.

**Wesleyan College Student Employment.** Each year Wesleyan employs a number of students. This College employment program is designed similarly to the federal work-study program. While not limited to students with demonstrated financial need, this program gives first preference to students who have demonstrated financial need or who offer special work skills. Students apply for work study with the Financial Aid Office with an application.

### **Federal and State Financial Aid**

**Federal Student Aid Eligibility.** Eligibility for Title IV Federal Student Aid Programs is determined by completing the Free Application for Federal Student Aid (FAFSA) each year and by all established Federal Student Aid rules and regulations.

**Statement on Drug Convictions and Federal Student Aid Eligibility.** Enrolled student recipients of Title IV financial aid programs who are convicted of possession or sale of illegal drugs will be ineligible for subsequent federal aid as outlined below:

**Possession:** For one year from conviction of first offense, two years from conviction of second offense, indefinite period from conviction of three or more offenses.

**Sale:** For two years from conviction of first offense, indefinite period for conviction of two or more offenses.

Conviction of both possession and sale will increase periods of ineligibility. Eligibility may be regained after periods of ineligibility end or upon completion of a qualifying drug rehabilitation program.

Additional information on drug convictions and Federal Student Aid can be accessed at [www.studentaid.gov](http://www.studentaid.gov) and at 1-800-443-3243.

**Federal Pell Grant Program.** Eligibility for the Federal Pell Grant is determined by the completion of the Free Application for Federal Student Aid form. The Expected Family Contribution (EFC) formula derived by the Department of Education is the standard formula used in determining eligibility for the Federal Pell Grant. Pell grants range from \$200 to \$6,345 per academic year.

**Federal Supplemental Educational Opportunity Grants.** These are awarded to students with exceptional financial need. F.S.E.O.G. awards may range from \$100 to \$4,000 per year.

**Federal Work-Study Programs.** This is a federal program designed to provide a student the chance to pay part of her educational expenses by working at a part-time job on campus. To be employed under this program, the student must 1) be enrolled or accepted for enrollment; 2) show evidence of financial need; and 3) be capable of maintaining good academic standing while employed under this program. Preference will be given to students of exceptional financial need. Limited funds are available for campus jobs to students who do not meet the above criteria.

**Georgia Tuition Equalization Grant.** The GTEG program is an annual tuition grant made available by the state of Georgia to qualified Georgia residents for attendance at approved private colleges in the state. To be eligible for this grant, the student must be a United States citizen who has resided in Georgia for at least 12 months prior to the date of registration for any particular semester, and whose academic load meets the requirements specified by the Georgia Student Finance Commission (presently 12 hours per semester). This grant is not based on financial need. To be considered for the grant, students must file an application online at [www.gafutures.org](http://www.gafutures.org) by the end of the term for which aid is needed or complete the FAFSA.

**Georgia HOPE (Helping Outstanding Pupils Educationally) & Zell Miller Scholarships.** Georgia's HOPE and Zell Miller Scholarships are available to Georgia residents who have demonstrated academic achievement at the high school and/or college level. The scholarship provides funds to address the costs associated with tuition for students who are pursuing a degree in Georgia's colleges and universities.

To receive HOPE or Zell Miller Scholarship funding, students must:

- Have graduated from an eligible high school with a 3.0 grade point average for HOPE and 3.70 GPA and 1200 combined Critical Reading and Math SAT or 26 ACT Composite for Zell Miller, as defined by the HOPE program, or have earned at least a 3.0 grade point average for HOPE or 3.30 grade point average for Zell Miller at the college level at specific credit-hour checkpoints. Students who earned a GED or graduated from an ineligible high school or home study program may qualify for a HOPE Scholarship, as an entering freshman, based on their SAT or ACT scores.
- Be enrolled as a degree-seeking student.
- Meet HOPE's Georgia residency requirements.
- Meet HOPE's U.S. citizenship or eligible non-citizen requirements.
- Be in compliance with Selective Service registration requirements.
- Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990. A student may be ineligible for HOPE payment if he or she has been convicted for committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs.
- Not be in default or owe a refund on a student financial aid program.
- Maintain satisfactory academic progress as defined by the college. A student may renew a HOPE or Zell Miller Scholarship if she has not attempted more than 127 semester hours at all colleges attended.



**Federal Subsidized Stafford Loan Program.** Under the Federal Stafford Loan, the Department of Education subsidizes the interest while the student-borrower is enrolled in school at least half-time or is in a grace or deferment period.

**Federal Unsubsidized Stafford Loan Program.** This Federally insured loan is a non-need-based loan available to independent students or dependent students who may not qualify for the Federal Subsidized Stafford Loan or whose parents have been denied a Federal Parent PLUS Loan. The difference between the subsidized Stafford loan and the unsubsidized Stafford loan is that the interest accumulates on an Unsubsidized Loan while the student is enrolled in school.

Stafford loan amounts are based on the student's financial need and grade level.

#### Stafford Loan Maximums

Student Level & Dependency Status	Maximum Stafford (subsidized and unsubsidized)	Maximum Subsidized
Dependent freshman	\$5,500	\$3,500
Dependent sophomore	\$6,500	\$4,500
Dependent junior or senior	\$7,500	\$5,500
Independent freshman	\$9,500	\$3,500
Independent sophomore	\$10,500	\$4,500
Independent junior or senior	\$12,500	\$5,500
Graduate/professional	\$20,500	

**Federal Parent Loan for Undergraduate Students Program (PLUS).** Federal PLUS Loans enable parents with good credit histories to borrow to pay the educational expenses of their daughter who is a dependent undergraduate student enrolled at least half time (six credit hours). The yearly limit on the Federal PLUS Loan is equal to the cost of education minus any financial aid and other resources received for the year. Application must be completed by the parent at <https://studentaid.gov/>.

**GradPLUS Loan.** PLUS Loans for Graduate and Professional Degree Students are available to graduate level students who have already borrowed up to their annual loan limits in Unsubsidized Stafford Loans. Under the GradPLUS Loan Program, students may borrow up to their cost of attendance minus other estimated financial aid assistance. Approval is granted after the determination that the applicant does not have an adverse credit history. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). Application must be completed at <https://studentaid.gov/>.

**Federal Loan Counseling, Promissory Notes, Applications and Information.** Students must complete applicable Direct Loan Entrance Counseling and Master Promissory Notes for Federal Direct Loans at [www.studentaid.gov](http://www.studentaid.gov) before loans can be processed. Federal Direct Loan borrowers exiting the college must also complete Direct Loan Exit Counseling at [www.studentaid.gov](http://www.studentaid.gov). Additional federal aid information and applications such as PLUS loan applications and loan repayment information can be found at [www.studentaid.gov](http://www.studentaid.gov).

**VA Benefits.** Undergraduate and Graduate degree programs at Wesleyan College are approved for Veterans' Educational Benefits. Individuals who enroll and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs, should contact the College's Financial Aid Office regarding VA certification. VA recipients should not assume that contacting the Financial Aid Office relieves them of payment obligations. Unless the student is eligible to participate in the VA Chapter 31 or 33 Benefits Programs (allowing schools to bill the government and receive direct payment) the benefits are paid to the student, not the College. Therefore, students who receive VA benefits must make appropriate payment arrangements with the Business Office not later than the first day of class each semester.

*Note: The College reserves the right to change policy. Students should contact the Financial Aid Office or refer to current admission and financial aid publications for updated information on programs and policies.*

**Financial Aid Office Contact Information:**

Office: Huckabee Hall

Email: [financialaid@wesleyancollege.edu](mailto:financialaid@wesleyancollege.edu)

Phone: (478) 757-5205

Fax: (478) 757-4030

## Errata

The Academic Catalogue is published annually prior to the fall semester. Degree requirements go into effect annually in the fall semester or summer for those who enter the college for the first time in the summer. Revisions to the Catalogue may be made per semester for these reasons: academic policies, course title changes, editorial updates, course/description changes, and prerequisites. Curriculum changes to academic programs such as majors, minors, and general education must be submitted by the deadlines established by the Curriculum Committee to correspond with advising and registration. Changes made throughout the year will be listed on the Errata page.

**New Course Spring 2021:**

HPE 196 Varsity Athletics: Track

**Deleted Courses Spring 2021:**

HPE 105 Fitness Through Water Aerobics

HPE 211 Fencing

HPE 311 Advanced Fencing

**Course Changes Spring 2021:**

MAT/PSY 220 Elementary Statistics, prerequisite changed

PSY 314 Learning and Memory, prerequisite changed

**Policy Updates:**

Grade Appeal - procedure updated (form located on WesPortal)